VOLUME 23 APRIL, 1939 NUMBER 82

The Bulletin

of the

Department of Secondary-School Principals

of the

National Education Association

The Articles in This Bulletin Are Listed in Education Index

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

The Bulletin

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The San Francisco Convention

July 2-6, 1939

The summer meeting of the National Association of Secondary-School Principals will be held in conjunction with the seventy-seventh annual convention of the National Education Association, in San Francisco, California, July 2-6, 1939.

The general theme of the National Education Association program will be "Civic Responsibility."

The National Association of Secondary-School Principals will hold three sessions—July 3, 4, 5—which will be devoted respectively to problems of (1) the junior high-school principal, (2) the junior-college administrator, and (3) the four-year high-school principal.

A highlight of the meeting for secondary-school people will be the presentation of the subject, "New Materials of Instruction for Secondary Schools," by Charles H. Judd, formerly head of the Department of Education of the University of Chicago, now director of Education of the National Youth Administration.

The Empire Hotel, near the Civic Center, will be headquarters of the National Association of Secondary-School Principals, and all sessions of the National Association of Secondary-School Principals will be held there.

What Can You Do For STUDENT LIFE?

STUDENT LIFE, official magazine of the National Honor Society and of Student Councils, is seeking for publication materials in the following classifications: (1) articles of three or four hundred words, supplemented by action pictures, describing worth-while extra-curriculum activities; (2) stories of extra-curriculum activities told entirely by photographs—action pictures; (3) humorous feature stories, three or four hundred words in length, that lend themselves to humorous illustration in pen and ink drawings; (4) student editorials; (5) original *short* stories, poems, and plays. All materials submitted for publication should be the work of students. All photographs must be glossy prints.

Thus, in addition to serving as a means of circulating news of extra-curriculum activities, STUDENT LIFE aims to provide an outlet for the creative work of students in the fields of writing, art, and photography. In publicizing their needs, as above, the editors hope to obtain materials representative of the best offerings that secondary schools, large or small, can supply. It is suggested that the student contributors be selected by the principal or some member of the faculty; or that some means be devised whereby the students themselves may choose the authors, artists, and photographers whom they wish to represent their school and its accomplishments.

Students should observe rules of good style in preparing their manuscripts. All articles should be typewritten, double spaced, and written on one side of the page; original copies, not carbons, should be submitted. A short biographical sketch and a picture of the author should accompany each contribution. All manuscripts and photographs should be securely wrapped and placed in flat envelopes or containers for mailing.

For further information, write to the editor of STUDENT LIFE, 5835 Kimbark Avenue, Chicago.

The Bulletin

of the

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

National Education Association

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THE IMPACT OF SOCIAL CHANGE UPON THE AMERICAN SECONDARY SCHOOL[1]

NEWTON EDWARDS
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Education is always anchored in the civilization of which it is a part, and it always operates not only within the accumulated heritage of that civilization but within its current purposes and ideals as well. The school is always responsive to the social forces that play upon it from without. This is especially true with respect to the American educational system at the present time. For some decades, the play of social change on youth has modified fundamentally their status in American life. The emergence of the small family pattern and the consequent changes in the age structure of the population, the new attitude which society is taking toward childhood and youth as a period of growth and development, the progressive exclusion of young people from gainful occupation, the development of a complex and highly integrated society in which much of one's learning must be achieved vicariously—these and other changes have created for youth, and for their mentors as well, a novel, perplexing, and, not infrequently, a tragic world.

The contract which successful living makes with youth to-day contains news and important specifications: it requires new qualities of intelligence and of personality, it demands a wider grasp of the essential elements of human experience, and, above all, it requires qualities of adjustment and adaptation. The forces which are changing the status of youth in American life are also defining many of the problems of education. In fact, it is not too much to say that basic changes in our economy and in the general pattern of our social arrangements are making it necessary for the educational institutions of this country to redefine their goals, to assume new and enlarged social obligations, to reorganize their instructional content, and to cast their structural organization in a new mold.

[1]Address given at the March meeting of the Alabama Secondary-School Principals Association, Montgomery, Alabama.

Let us examine first the falling birth rate and the change in the age structure of the population which it causes. As you are aware, a declining birth rate has come to characterize all the great industrial nations of the world. Everywhere the small family pattern is associated with an advancing technology and the development of a competitive urban economy. Throughout northern and western Europe, fertility is not sufficient for family replacement. In both England and Germany, the birth rate is only about three-fourths as great as is necessary to maintain the population at its present level. In this country, too, birth rates have been falling rapidly for a number of years and we have now reached the point where fertility is about five per cent less than necessary for family replacement.

The widespread adoption of the small family pattern in this country has resulted in significant changes in the age composition of the population. The declining birth rate operates automatically to decrease the relative number of young persons, and, of course, to increase the relative number of adults. In 1930, there were actually fewer children under five years of age than in 1920. The age group five to nineteen has been increasing in actual numbers, but for many years it has constituted a decreasing percentage of the total population. On the basis of medium estimates of fertility and mortality, the number of persons in this age group reached a maximum in 1935. We may expect the number of young persons five to nineteen to decrease somewhat irregularly until 1980 when there will be about six million fewer of them than in 1930. In contrast, the economically productive age group twenty to sixty-four has for many decades been increasing more rapidly than the population as a whole, and it may be expected to continue to do so until about 1950. Thereafter, it will probably remain stationary for two decades or more.

It is clear that we are developing a social pattern in which young persons, so far as numbers are concerned, are playing a less conspicuous role. In 1850, for each thousand adults twenty to sixty-nine years of age, there were somewhat more than a thousand children under eighteen. By 1930, the number of children per thousand adults had decreased to six hundred; and by 1970 for each thousand adults, there will be about three hundred seventy-five children.

We may now inquire what effect the declining birth rate and the changing age structure of the population may be expected to have on the status of youth and on educational policy. In the first place, it is clear that society's burden in caring for its young dependents, so far as numbers are concerned, is being materially reduced. Roughly, the burden of child care and support in 1930 was only about three-fifths as great as in 1850, and in 1970 it will be about two-thirds as great as in 1930.

This decline in the percentage of children and young persons in the population is of great significance. It has operated to modify the status of young persons in American life in three ways. As society's burden in caring for its youth has grown lighter, it has been possible to take a new attitude toward childhood and youth as a period of growth and development. As children become less numerous they become more precious. Society has come to regard the years of childhood and youth not merely as a period of dependency but as a period for the development of the capacities of youth. In the second place, the decline in the numerical importance of youth has operated to delay the entrance of young people into gainful occupations. As the number of youth in relation to older persons declines, apparently it becomes increasingly difficult for youth to find work; at every turn they find themselves in competition with a growing company of adults. And finally, as the burden of child nurture and education has grown relatively lighter, it has been possible to prolong the period of infancy, to shift the burden of productive labor from the shoulders of youth to the shoulders of their elders, and to provide expanded and enriched educational opportunities. There can be no doubt that the phenomenal expansion of the high-school and college enrollments during the past few decades has been in large part due to the decline of young people as a population element. Strange as it may seem, the declining birth rate has operated as a force to thrust into the classrooms of high school and college an ever expanding stream of young people drawn from every type of home and from every social and economic class.

In an era of unprecedented popularization of education such as has characterized the United States for several decades, emphasis has necessarily been placed on quantitative considerations; for the past half century the task of doubling the facilities for secondary education almost every decade has taxed to the utmost the resources of most communities. But in the future, the situation will be different. For the nation as a whole, the great period of elementary and high-school expansion is drawing to a close. We may expect about one and one-half million fewer children of elementary-school age in 1940 than in 1930. The decline in the number of children will necessarily translate itself into a shrinkage of enrollment in the elementary school. In fact, it has already done so. During the six-year period, 1930-36, enrollment in the elementary grades decreased in thirty-six states; the total decrease in enrollment amounting to 886,032. A continued falling off of attendance at the elementary school for many years is a reasonable certainty.

Future trends with respect to high-school enrollment are more uncertain. After 1940 the number of young persons of high-school age in this country will begin to decline. We may expect about one and a third million fewer persons of high-school age in 1980 than in 1940. With the high-

school population actually decreasing in size and with more than sixty-five per cent of those of high-school age attending school, it will not be possible for high-school enrollments to double each succeeding decade as they have so often done in the past. For the country as a whole, it is clear that the era of phenomenal high-school expansion is drawing to an end. This should prove advantageous. As the financial burden at the elementary level grows lighter, and as the rate of increase in high-school enrollments falls off, it should be possible to improve standards, to staff the schools with better-qualified teachers, to organize more effectively the content of instruction, and to extend the opportunity of a junior-college education to a larger percentage of youth.

One must not, however, overstress the importance for education of the declining birth rate and the changing age structure of the population. There are other social changes, of perhaps equal importance, bearing on the high school, one of which is the impact of an advancing technology on our economic system. We are developing an economic and social system in which it is becoming increasingly difficult to employ the productive energy of young people. An advancing technology has been accompanied by an increasing exclusion of young people from gainful employment. And, as already pointed out, young people to-day meet greater competition from the growing company of adults. On the stage of life, our youth are waiting for their turn, but unless the play changes so as to require more actors, the present generation of youth appears to be, in large measure, a generation of extras. This inability on the part of young people to gain work has been an important factor in the expansion of the high school; as the doors of the factory and the shop have closed, the school doors have opened. In a very real sense, the high schools of the nation have become custodial as well as educational institutions. This is a fact of great importance in the organization of the curriculum and in the development of administrative policies.

The nature of our economic order accounts in part for the difficulty youth experiences in prying open the doors of employment opportunity. It is also true that our programs of vocational education and guidance are at fault. The impact of technology on the pattern of the worker's life is making it necessary that we modify fundamentally our policies with respect to vocational education. The fact is, there is little relation between the types of training youth receive in school and the employment they later enter. Our program of vocational education has not yet taken adequate account of the changes that are being made in the skills and personal qualities the worker must bring to his work.

Perhaps the most characteristic feature of contemporary occupational life to-day is the instability of employment opportunity. Within the span of a few years, century-old occupations are reduced to minor importance

or disappear altogether, and new ones take their place. Both the range and the quality of occupational opportunity are subject to sudden shifts. The old trades requiring highly specialized skill and long periods of training are disappearing. The craftsman is giving place to the machine tender; he is surrendering his special knowledge to the specialist and his skill to the machine. The great majority of factory workers are only semiskilled and they perform operations which are highly repetitive. They move from job to job, and more than half of them can learn the skills required of them in from three to ten months. Clearly the pattern of the worker's life has changed. The great majority of the entrants into occupational life to-day must possess qualities of adaptability and adjustment, must know how to do not one thing but many things, must be able to transfer from one job to another, must be capable of sustained attention and quick reaction, and must be able to get along with people, to work with them, to direct them, and to serve their needs.

In view of the changes that are taking place in the pattern of the workers life, it is a mistake for the school to insist, in its program of vocational education, upon a narrow specialization. Factory workers to-day need fundamentally not so much a training in the handling of a particular machine as a command of the skills and operations basic to industry as a whole. Instead of training for specific jobs, or even for specific occupations or industries, emphasis might well be placed on those operations and processes common to a number of occupations and industries. Jobs involved in the production of such different types of products as milk and pig iron often have common denominators. A realistic program of vocational education will seek out the common denominators of industrial operations and concentrate attention upon them.

The advance of technology impinges on the program of the high school in another very vital way. Machines make necessary a well-planned program of education for leisure. In our civilization to-day, leisure is scarcely less important than labor. Leisure is not to be regarded as mere idleness, as cessation from work; it is a positive aspect of our culture. The machine fractionalizes experience; it seldom calls the whole human organism into play; it requires the use of hands or feet, or some other part of the body, but seldom the whole body. More important still, it utilizes less and less of human intelligence and personality. Leisure is essential for the development of those capacities and of those aspects of personality and intelligence which work fails to call into play. The schools of this country have only begun to discover the functions of leisure as a means of restoring that organic wholeness of experience which machines have tended to destroy. When we come properly to regard recreation as a positive element in our culture, school and community will coöperate to make available for youth and for their leaders as well opportunities for physical play and

exercise, for the development of skills of many kinds, for the cultivation of aesthetics, and for the study of civic and social problems.

Increased social demands on the American educational system spring from still other causes, one of which is the development of a complex and highly integrated society. A generation or two ago, the typical American community was a semi-isolated village or town with its agricultural hinterland. On the farm and in the town alike, life was simple and understandable, and it could be understood, in the main, by the simple process of living it. The community and the home were the most important educational institutions, the essential functions of the school being to teach language and numbers. Young people had far less difficulty than to-day in making occupational adjustment or in arriving at a workable understanding of the economic and political problems with which they were required to deal. But for the great majority of the youth of the nation the development of an industrial urban society has changed fundamentally the pattern of life. The functions of community and home have so changed that they have lost much of their older educational value. Nor is that all. The problems of social policy have become amazingly complex. The workings of our social, economic, and political arrangements can no longer be comprehended directly by the simple process of observation and participation. If they are to be understood at all, they must, in large measure, be understood vicariously, by some form of institutionalized study. Thus, the sheer complexity of social life tends to crowd into schools and colleges an increasing number of young persons who can secure even a moderate degree of social intelligence in no other place.

In any attempt to appraise the impact of social change on the American secondary school, one cannot overlook the fact that these forces operate within the context of a democratic philosophy of life. The American conception of the relation of the individual to society is such as to make impossible the maintenance of an exclusive, selective type of educational organization. The decision the American people have made with respect to the democratic way of life inevitably enters into later decisions with respect to educational policy. Unless there is a change in the fundamental principles upon which American democratic institutions rest, the publicly supported schools and colleges of this country must be kept open to the poor as well as to the rich, to those of moderate talents as well as to those of superior ability, to the boys and girls who will constitute the rank and file of the great industrial army as well as to those who will fill positions as leaders or who will enter one or another of the professions. In America, we cannot maintain a system of public secondary and college education designed for the primary purpose of training an intellectual elite. When some change in our economy, or some disturbance of existing social arrangements, as, for example, the exclusion of youth from industry, operates to

create a demand for additional schooling, we have no choice but to provide it.

Social forces playing upon American youth—the decline of the birth rate and the resulting change in the age structure of the population, the new attitude which has developed with respect to youth as a period of growth and development, the tendency to delay entrance into gainful occupation, the impact of technology on our economy, the development of a complex urban society, and the persistence of the democratic ideal—have operated to thrust into high schools a majority of young people of high-school age. These young people come from every type of home, with every conceivable kind of cultural background, and with almost every degree of mental ability. When they finish school, they will engage in all the various kinds of activities in which men and women engage in their mature years.

The new constituency which social conditions have thrust into the American secondary school has compelled that institution to modify its purpose and to change its character. The secondary school can no longer serve the selected few; it has the responsibility of directing the growth and development of all youth in the community in such a way that they will approach the threshold of adult life physically fit, emotionally stable, competent to enter vocational life, intellectually equipped to share in the common culture, and prepared and willing to participate in the processes of democratic living.

In closing, I should like to state emphatically what seems to me to be the most important task which society imposes upon secondary education to-day. Simply stated, it is the responsibility of cultivating in youth that degree of understanding of the workings of our economic and social arrangements necessary to enable them to make wise decisions in respect to matters of social and public policy. The fact cannot be overlooked that twenty-five years hence the quality of individual living will be determined quite as much by the kind of world in which people live as by any qualities individuals may themselves possess. Too long the fruits of education in this country have been private and personal rather than public and social. Upon the American secondary school more than upon any other educational institution rests the responsibility of developing a competent citizenship, a citizenship sufficiently intelligent to deal wisely with such problems as erosion, farm tenancy, unemployment, the unequal distribution of income, regional differences in economic opportunity, and the concentration of economic power. A program of progressive realism in education will not neglect the development of the potentialities of the individual; neither will it fail to develop in him a knowledge of his culture; nor will it fail to equip him to deal intelligently with fundamental problems of public and social policy.

CITIZENSHIP TRAINING

A Positive Approach to Americanism

RICHARD WILSON
University of Wisconsin, Extension Division

Training for citizenship long has been regarded as a responsibility of our public schools. Such training, however, has been confined, for the most part, to grade-school assemblies and high-school civics classes. To-day, the teaching of citizenship has reached greater proportions; it has become a problem of adult education. Recognizing this fact, the University of Wisconsin Extension Division is serving as coördinator in establishing a statewide program in Wisconsin through which new voters will be inducted into the electorate with fitting ceremony, and through which all citizens will be given an opportunity to re-dedicate themselves to the principles of American government.

This program of citizenship training, climaxed each spring with Citizenship Day, was proposed by R. J. Colbert, head of the Extension Division of economics and sociology of the University of Wisconsin. It is a means of reviving a responsive interest in the fundamentals of democracy.

While conducting round-table lecture discussions on public administration in various parts of Wisconsin in the past few years, Dr. Colbert suggested Citizenship Day and its accompanying program of citizenship training as a possible project in municipal management. Everywhere the program was hailed as an excellent idea, but nothing was done about it. That is, nothing was done about it until the suggestion was made in Manitowoc last fall.

There, the proposal was adopted as the major project of the round table. An executive committee was named. It included representatives of the schools, churches, agriculture, labor, women's clubs, service clubs, veteran organizations, and the municipalities of the county. They outlined plans for developing the program on a county-wide basis. Since it was to be basically one of education, the school administrators of the county—the county superintendent, city superintendents, vocational directors, and high-school principals—were given a major part in the program.

Under their leadership, a program of citizenship training is being made available to the young men and women of the county who reached their twenty-first birthdays during the past year, and who, therefore, are entitled to vote for the first time at the next election. This program of citizenship training is designed to be presented in such a manner as to fill them so full of American ideology as to leave no room for European isms.

The major aim of the program is to provide a means through which American citizens can better understand the principles upon which their government is based, and also to better understand the part they, as voters,

must play in it to assure long life to those principles. To do this, a series of forums will be held in each town, village, and city ward in the county prior to Citizenship Day. The young men and women who have come of age will participate in these forums, which will be based on and will emphasize local and county government. They are intended to acquaint the new voters (and others) with the setup of their government; as to which officials are elected, which ones are appointed, and their respective duties and their places in the daily lives of the citizens. Also, through charts and outlines, the new voters will be given a view of state and federal government.

The new voters will attend the forums in their home communities, in those governmental units in which they will vote. The forums will be conducted so as to encourage and stimulate discussions and questions by the young voters without partisan prejudice or an effort to restrain the expression of their viewpoints. Each new voter group will elect its own chairman and arrange for its participation in the events of Citizenship Day, May 21, 1939, when they will graduate into the electorate.

These forums will be conducted by specially trained leaders. The University Extension Division is conducting weekly meetings at Manitowoc with over three hundred citizens participating. They are being given an insight into the operations of government in such a manner as to enable them to conduct the forums for the new voters. These round-table meetings, as the new voter forums, are conducted in a nonpolitical, nonsectarian, nonpartisan manner.

In addition to being an occasion upon which the new voters are welcomed into the electorate with fitting ceremony, the program aims to help toward: (1) Creating a sense of duty and responsibility that accompanies the rights of American citizenship; (2) Giving to the entire citizenry a clearer appreciation of its duties, responsibilities, and obligations; (3) Developing a clearer understanding of the relation of local government to the state and nation; (4) Assisting in creating a higher degree of community spirit; (5) Counteracting unwholesome negative propaganda by generating an intelligent and creative participating citizenry.

From the outset, the forums will be conducted in a positive, not negative, manner. Americanism will be explained in all its ramifications without dragging anti-American isms into the discussions.

The third Sunday of May was chosen for the induction ceremony because: (1) Schools will be in session and teachers will be able to participate in the new voter forums, and few persons are on vacation until after schools close; (2) Sunday affords an opportunity for farmers, workers, and others to participate without interfering with their occupations; (3) It is after spring primaries and elections are over, which helps eliminate possibilities of political tampering; (4) Spring is the budding time of the year and

people then are more alive to emotional activities; (5) It is before Memorial Day, and (6) The weather is warm enough and nice enough to permit outdoor activities.

On May 21, at Manitowoc, approximately twelve hundred new voters will be inducted into the electorate. Governor Julius P. Heil will award them certificates of electorship. Chief Justice Marvin B. Rosenberry, of the Wisconsin Supreme Court, will deliver the induction speech and administer the oath of citizenship. President Clarence A. Dykstra, of the University of Wisconsin, will deliver the Citizenship Day address. Other educators, jurists, and public officials will participate in the program, during which all citizens will be called upon to re-affirm their belief in the principles of Americanism.

Newspapers and public leaders from coast to coast have acclaimed this program of citizenship training and new voter induction as an invaluable initial step toward inspiring and creating a more dynamic enthusiasm in governmental affairs. The University Extension Division is going a step further by expanding this program into one adaptable to every community.

Justice Rosenberry, in his address at the inauguration of Wisconsin officials early in January, said: "The duties of public officials are no more important than the duties which rest upon the citizens who choose them to high offices. No matter how intelligent, how farsighted, how inspired the leadership of the state may be, it will fail to some extent unless it is rationally and vigorously supported by the rank and file of the people. To the extent to which citizens fail or neglect to perform their duties and carry out their obligations as voters, democracy fails."

That this is true not only in Wisconsin, but in other states as well, is clearly shown by the response of citizens in forty different states who have written Dr. Colbert asking him how the program can be adapted to their communities.

Because of this widespread interest, the University Extension Division published an organization handbook explaining the methods used in Manitowoc County. It is the basis upon which the program is being expanded into one of state-wide magnitude in Wisconsin.

IN EDUCATION, WHERE IS THE EDUCATOR?

Roy Ivan Johnson
Stephens College. Columbia, Missouri

There is a striking parallelism between the development of religion and the development of education in human society. In the past, the basic trends in both have been toward institutionalism, toward formalism, at the expense of the social functions which give them meaning and significance. In the Middle Ages, the two institutions were practically identified. Education was in the keeping of religion. Monastic scholars labored upon the copying of old manuscripts, adding little or nothing in the way of constructive thought to the records of the past. Monasteries preserved education rather than promoted it. The scholarship of the Middle Ages was, in the main, the scholarship of the recluse, memorizing, reciting, and recording the words of saints and sages, not a critical scholarship which sought the truth and its application to the problems of human living. Religion dominated learning with a conservative influence which has not completely lost its potency even in the present day.

Many schools, now widely known, owe their origin to the zeal of religious institutionalism. The avowed purpose of such schools was to perpetuate established doctrine and dogma and pass on to the new "theological generation" the classical learning which had long been characteristic of church-controlled education. It is well known that the early American colleges were set up for the training of ministers and that their curriculum of education was naturally a curriculum of the classics. As the benefits of the colleges were gradually extended to more students, students who were not primarily interested in theological pursuits, one might have expected a more rapid expansion in course offerings than actually took place. The content of the curriculum had crystallized and subject matter remained relatively static, resisting for decades any suggested encroachment of the "practical" subjects. Undoubtedly, the question of what knowledge is "most worth while" must have arisen many times in the minds of educators of the early schools; but, like the farmer whose father before him had raised yellow corn on his forty acres and who, regardless of the change in the character of the soil, continued to plant his field each spring with glistening yellow kernels from the seed bin, the academic tillers of youth continued to sow the same seed regardless of change in the character and needs of students who came to them for instruction.

A better pattern for modern education might be found by turning time back twenty-four centuries to the Greek school, where learning was not imposed or prescribed, where study was not ritualized, where young and old alike might devote their spare time to considering the problems and purposes of everyday living. The word *school* itself in Greek implied the voluntary use of leisure time in the satisfaction of personal interests and

needs. There was no molding of "scholars" in any fixed matrix of learning. Socrates, who found it impossible to be a philosopher without being a teacher too, considered himself a human gadfly whose mission was to sting his fellow citizens into an intellectual realization of their shortcomings and their obligations. The subjects in his school were all the "common branches" of living.

Unfortunately, this freedom of learning, this "purposeful meeting of minds" (a phrase, by the way, which might well epitomize the spirit of education in the hands of all great teachers) is a difficult quality to maintain in an organized plan of education. It grows anemic in the shadow of formalism or arbitrary prescription. In time, even the earnest seeking after truth, which characterized the earlier period of Greek education, degenerates into factional and propagandistic effort in support of one ism or another. Always the great weakness in education is its inability to resist the encrusting tendencies of institutionalism. The educational fight is a continual fight against the crystallization of content and procedure and the domination of pedantry.

Fixity of content manifests itself in the pertinacity with which specialized departments guard their "interests," in the difficulty experienced in dropping outdated subject matter from the curriculum, in the lag with which the school curriculum still suffers. This worship of the "subject matter gods" colors all our thinking in education. Earnest groups of scholars are rewriting their courses of study, affectionately retaining the time-honored units of subject matter under the pedagogical tag of "minimum essentials." It is a very wise or a very rash man who will say with positiveness that a knowledge of this or that is *essential* to competent living. A history teacher whose specialty is the French Revolution may be disappointed to find that Robespierre, to many of his successful contemporaries, was either a French artist or a famous chef. But it would be difficult to prove that such "ignorance" on the part of his fellow citizens is an indictment of their character or their competence as members of society. Perhaps it is just as "essential" to know Daladier and Chamberlain as to know Robespierre and Woolsey.

Another pernicious form in which the worship of subject matter expresses itself is the impressive array of arbitrary "prerequisites" which guard the temple doors against an onrush of devotees. In one school, American history is required as a prerequisite to modern social problems; in another psychology is required; in still another an orientation course in social problems is a prerequisite for American history. In one school, the history of English literature is a hurdle that must be passed before the course in modern drama can be enjoyed; in another the students are winnowed through a block of foreign languages before they are eligible to the advanced courses in literature.

The ritual of "credit" is another of the traditions which belong to the fetish of subject matter. "Hours in service" transcends in importance honors in scholarship or the evidences of ability to succeed. Take the instance of the home economics course which College A refused to accredit (on transfer) because Item X (a so-called "essential") did not appear in the syllabus. The student, therefore, attended College B, where her credit was accepted, and distinguished herself in advanced work in home economics. A year later, she applied again for admission to College A. Her advanced work was accepted, but she was denied admission because her elementary course, upon which her *successful advanced work* was based, still lacked the sacred X. Fortunately, this incident does not represent a universal practice, but it does raise the question of the validity of the credit yardstick.

A few centuries ago some excuse might be found for insistence upon a relatively narrow range of well-worn subject matter. Before the invention of printing and the development of modern communicational agencies for the spread of contemporary ideas, available sources of information were exceedingly few and materials for study were by necessity limited. What undreamed-of facilities have been provided for modern education! But in spite of the multiplicity of sources and means for tapping the currents of human thought, a scholastic love of dependence upon the past is still apparent in every representative educational circle. The heartbeat of this scholastic worship is heard in the pronouncements of eminently respectable university presidents who are forced into a philosophy which will not be too incompatible with the status quo in higher education. The stronghold of conservation is always at the top. The soil most friendly to the seed of reform is the kindergarten.

I have been unfortunate enough never to have had a history teacher who knew how to break out of the mummy wrappings of the dead past and find a vital motivation for his subject in the social and political problems of the present day. Whatever significance history has for me now came through the curriculum of extra-curriculum experience, not through a formalized course in the chronology of mankind. But history is not the only subject that lags in the sloughs of yesterday. I recently heard a professor of economics from New England who had been invited to address an educational meeting on the subject of economic problems. His address contained nothing but the dry formulas of outdated textbooks—and his most modern reference was to Adam Smith.

Try to envision a course in transportation and communication conducted by a teacher as retarded in his thinking as the New England economist. No doubt the first unit of study would be devoted to the Assyrian chariot with optional readings on the origin of the oxcart. By Christmas the camel trains of Arabia would command attention. A detailed chapter on the Phoenician galleys would find its chronological position. And, if

the cavalcades of the Crusades were hurried over quickly enough, the students might have an opportunity to learn something about the prairie schooner days of the California trek. I can even imagine the course listed in the catalogue, to satisfy the eccentric modern functionalists, as "Modern Transportation and Communication."

The cry of "Straw man!" is not an adequate reply to the charge of institutional inertia in education. It is true that modern educational literature is filled with the statements of principles which should govern the making of a modern curriculum. It is true that the functional philosophy of education is widely accepted in theory. But there is a tragic gap between theory and practice. All too often the sound philosophy written into the preface of a course of study remains in the preface. Either through indifference or incapacity, it is never translated into the acual content and procedures of instruction. Trail blazing sometimes seems futile when there are so few who follow.

However, those of us who are optimistic believe that the new land will be occupied. To-day, there is an appreciable leadership in education composed of those who, believing that "not all virtue is the past's," are willing to challenge precedents. Through that leadership critical evaluation is being made of the standardized materials of the curriculum; emphasis is being shifted from grades to growth; objectives of learning are being redefined in terms of student needs and student interests; the relation of education to living is being seriously accepted as a criterion of value; the demands of society upon education are being recognized with greater clearness; and the individual's right to a maximum freedom in learning is appearing as a basic assumption in the new philosophy of education.

On this background of conflicting tendencies and prejudices, I project the question, "In education, where is the educator?" I can imagine a procession of representative personalities passing in review, each presenting himself in good faith as the embodied answer to that question. First is the superorganizer, the successful administrator with a mania for mass efficiency. His budget looks good; his buildings are a credit to the city; and his organization moves with a coördination that reminds one of muscles under the skin. Valuable as his services may be and highly as they recommend him to our favor, we must continue the quest. Next comes the scholar *par excellence*. He loves learning, he loves knowledge, he loves scholarship. He gives comprehensive examinations that are encyclopedic and exhaustive. His theme song in faculty meetings is "high standards." But again we shake our head: scholarship alone does not make an educator; a great learner is not always a great teacher. Next in the procession marches the methodologist. Surely he has a valid claim for consideration. He is a student of ways and means. He is master of a thousand thumb rules for this, that, and the other. He talks easily of motivation, induction, assimilation,

application, diagnosis, ability levels, project work, and technique. But still we are not satisfied; an expert driver doesn't always know the road map. Then comes the scientific "educator," the objectivist, the measurement man, proclaiming that whatever *is* exists in some amount and can be measured. As he looks at us, we can feel him calculating our index of brotherly love and computing our score on domestic compatibility. In spite of the contribution which objective measurement has made to the study of student achievement and to the evaluation of educational objectives, we still fondle the badge in our fingers and let the measurement man pass on.

Finally, comes one who arrests attention by his look of understanding. Here, we think, may be a philosopher who has weighed the problem and found the answer. By the question-and-answer method we discover his creed, which (briefly condensed) is as follows:

"I believe in the inalienable right of the individual to achieve his own maximum development in the light of native capacity and worthy interests.

"I believe that personal growth is the true index of education, rather than achievement of arbitrary subject-matter standards.

"I believe in educating for life in a modern world. Subject matter is useful only as it serves this end.

"I believe in the creative quality of teaching. There are as many right methods of instruction as there are combinations of teacher personality, student personality, and learning situations.

"I believe that form is subordinate to idea, method subordinate to results, and organization subordinate to purpose.

"I believe that a school *per se* cannot educate; it can only contribute to the development of intellectual attitudes and the acquisition of learning techniques which will make education for the individual a lifelong and productive process."

There, I respectfully submit, in the person of this unnamed philosopher, with his simple and unassuming creed, is the answer to our question.

ESSENTIAL FUNCTIONS OF THE DEPARTMENT HEAD IN THE SECONDARY SCHOOL

William C. Reavis
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The department head has long been considered a necessary part of administrative organization in many kinds of business. As colleges have grown in size and have increased the scope of their curriculums, they, too, have turned toward departmentalization. Likewise, in the development of the large cosmopolitan secondary school, departmentalization has become imperative. The success of the school depends very largely on the nature and amount of skilled assistance which the principal can command. Duties of a specialized character cannot be performed by the principal in many fields. He must supplement himself by utilizing part of the time of some of the members of his teaching staff in the performance of highly specialized duties which he cannot well perform. These duties pertain very largely to the direction of instruction in the different departments of the school.

The success of delegating certain duties to department heads will depend on the ability of the heads to perform the duties efficiently and satisfactorily. Not just any teacher should be selected for the department headship. The person selected to be the head of a department should possess the personal qualities necessary to exercise leadership. The head should be energetic, tactful, resourceful, and patient; not a good order giver, but one who can set the pace for the members of the department. The head should know the field in which he works and should have a clear conception of the values of the various subjects in the department and of the contributions the subjects make toward the general education of the pupils. The head must know both the theory and the practices of teaching in his field; and he should be able to formulate the curriculum for his department and to plan the sequence of courses. Ordinarily, the head should have achieved a distinct success as a teacher before accepting a departmental headship and should be able to do effective teaching within his department and to know why it is effective. Special training for the department headship is desirable, but at present not possible except to a very limited extent.

The chief function of the head is the improvement of instruction within the department. In this field there are many things to do, such as organizing the courses of instruction, outlining units of instruction, giving advice regarding methods of teaching and classroom management, aiding the teachers in making and administering tests, adjusting new teachers, instructing substitute teachers, classifying pupils for instructional purposes, and unifying the work of the classrooms within the department. The per-

formance of these duties requires that the head must visit the classes of the department frequently. Because of the fact that the department head and the department teachers are engaged in a joint enterprise, they have a common motive for working together. Their interests are mutual; both are equally concerned with failure or success. The supervision of the department head has for its purpose the professional growth of the teachers of his department. The professionally-minded teacher will not resent such supervision. The department head thus becomes the logical supervisor in the large high school.

The head must study the work of his department. Classroom inspection is not supervision. The classroom situation is complex. It requires careful and exact observation, painstaking analysis, and wise interpretation before reliable generalizations can be drawn. Teachers are frequently not aware of conditions that can be readily and easily improved. They should welcome the assistance which the department head can render in such matters as the character of pupil application and attention, the way the class period is used by the teacher, the type of teaching in relation to the type of learning involved in the teaching, the awareness of the teacher's purpose on the part of the pupils, etc. The visiting of classrooms must result in something more than general impressions. The head must observe the way the instruction is functioning with the individual pupils. The learning of the pupils thus becomes an object of mutual concern to both department head and teacher.

The department head should seek to improve his teachers and their teaching, not merely to discover their faults and weaknesses. To realize this purpose the head must know what takes place in the classrooms of his department. He visits the classrooms that he may know and serve his teachers. The department head must also be more than a good judge of classroom work. He must be able to measure the extent to which pupils profit from instruction. By improving the methods of measuring classroom results, the department head can help the teacher to diagnose the needs of pupils. The improvement of tests for classroom use thus becomes one of the important services to be rendered by the department head to the teachers of the department. The chief purpose in administering tests is to appraise the growth that is taking place in the pupils.

The department head must know the objectives of the different courses in his department and must be able to determine by measurement the extent to which the objectives are being realized. This function requires the administration of different types of tests: (1) appraisal tests for the determination of educational status and the making of a temporary classification of pupils, (2) diagnostic tests to discover pupil difficulties and needs, (3) progress tests to show the nature and extent of improvement, and (4) final tests to measure the achievement for the semester or year. It is

not sufficient merely to give tests and to tabulate the results. The results must be studied, analyzed, and made the basis of classroom work. Teacher and department head should consider test results together as a means of identifying their instructional problems.

Each department in a modern high school should have a well-planned testing program worked out by the department head and teachers. The program should include appraisal tests at the beginning of the semester, diagnostic tests to locate difficulties, and progress or final tests to determine whether or not objectives have been realized. Such tests make definite the work of a teacher. They point the road to progress in teaching. When a department becomes conscious of its instructional problem, it will strive to provide the instruction needed to solve the problems. Testing does not increase the work of teachers and department heads. It helps them to eliminate lost motion and waste in teaching and to place teaching on a value-received basis.

Classroom technique has not kept pace with other improvements in the secondary field. Teachers very frequently do not teach as well as they know how to teach. As a result, a department head may frequently find within his department that the classroom practices are inferior. Technique is not regarded as flexible. It is the responsibility of the department head to harmonize the theory and practices of the classroom. Technique should vary from subject to subject, in different phases of the same subject, with the maturity and needs of pupils, and with the purposes which motivate study in any given class. Teaching is a functional process which changes with the objectives of a subject, the conditions of the classroom, and the different types of learning. Confusion of the outcomes desired from instruction may result in much "fumbling and bungling" on the part of teachers; for example, trying to develop appreciation by the methods of drill. The teacher must be helped to recognize the difference between successful and unsuccessful teaching and to harmonize the methods employed with the types of learning involved in the subject to be taught.

Probably the first important duty with which a department head should busy himself at the opening of a school term is the proper adjustment of the pupils within a department to the instruction provided. The pupil personnel of the modern secondary school is very heterogeneous. The problem of the department head is to organize this heterogeneous group of pupils so that instruction within the department can take place efficiently. There is no more effective way of aiding the classroom teacher in her work than through the proper sectioning of classes and the adjustment of individual pupils. In large departments, pupils can be grouped in homogeneous sections and the work adjusted to the needs of the respective groups. The grouping may be made on the basis of results of mental tests, classification examinations, or specially devised prognostic tests. Any

classification made at the beginning of a semester should be regarded as temporary and readjustment should take place on the basis of the progress of the pupils. Any grouping made on the basis of intelligence level alone will require readjustment because of the fact that progress will be determined very largely by the way a pupil uses the intelligence which he possesses.

Very soon after the organization of the classes of a department at the beginning of a semester, it is well for the department head to make a thorough survey of the reading ability of the pupils. This will help to identify the pupils who are likely to become problems through inability to handle effectively the materials of instruction. Corrective work can be undertaken with those pupils whose reading ability is markedly below standard. By the proper sectioning of classes within a department, sequences of courses can be maintained and the character of the work of a department greatly increased in efficiency.

Whatever policy of grouping is adopted by a department, the question of adjusting individuals remains a separate problem. The individual pupils within a department who do not progress with their groups are the cause of serious educational concern. It cannot be assumed that the cause of the maladjustment rests solely with the pupils. The course of instruction for the group, the teaching itself, the out-of-school environment, home difficulties, unreasonable requirements, and a whole array of extraneous causes may operate on an individual and contribute to his maladjustment and ultimate failure, unless the difficulties are discovered and remedied. The cause of maladjustment may rest very largely with the pupil and may be within, or wholly without, his power to correct. For example, ineffective habits of work, deficiencies in fundamental knowledges and skills, physical disability, mental disability, personal difficulties, or psychophysical defects may be responsible for distractions which prevent a pupil from doing normal work. Unless such causes are discovered and corrected, the pupils will not do the work they are potentially capable of doing and as a result many may fail.

The department head should accept responsibility for aiding the teacher in the diagnostic study of individual pupils. To be sure, department heads at present are not equipped to make scientific diagnoses of problem pupils. However, there is no reason why they should not undertake to do what they can and increase gradually their ability to cope with the situations which confront them. Children come to school to learn and the school must accept responsibility for diagnosing and wisely treating both the learning and conduct problems which arise. The department head must accept responsibility for effective adjustment between pupils and the courses which the pupils elect within the department. The teacher does not have the time nor the training to perform this highly specialized

service. It therefore falls to the department head to take advantage of such specialized service as can be obtained within the school system and to become as proficient as possible himself in making the pupil adjustments required within his department.

Department heads should be excused from teaching duties to the extent that their time can be justified by the principal. The department head, however, must be more than a mere foil for the principal. The duties which are delegated by the principal to department heads to perform should pertain chiefly to the improvement of instruction. Certain specialized administrative duties may also be assigned by the principal to the department heads, such as (1) exercising leadership in the reorganization of the courses of instruction within the department, though not having the function of making the courses; (2) aiding in the selecting and the keeping of text material of the department up to date; (3) seeing that those responsible for classroom conditions are made to feel the weight of responsibility for the maintenance of the proper classroom hygiene and equipment; (4) working out an effective schedule of classes for the department; (5) bringing to the attention of the principal available successful teachers on the approved lists who would fit into vacant positions in the department; and (6) manifesting an interest in, and an appreciation of, faithful effort and earnestness of purpose on the part of teachers in the department.

Periodic duties of an administrative character which belong essentially to a department may also be assigned by the principal to the department head, such as (1) evaluating department credits of pupils transferring from outside schools; (2) caring for school correspondence of a departmental character; (3) making progress reports of the work of the department; (4) adjusting reading standards within a department; (5) holding departmental meetings for the professional improvement of teachers within the department; (6) conferring with teachers, pupils, and parents when department matters are involved; (7) serving on special committees at the designation of the principal; (8) keeping the principal informed and advising him on matters relative to the department; (9) helping in promoting extra-curriculum activities which are related to the interests of the department; (10) rendering service in the administration of extra-curriculum activities when requested by the principal; (11) recommending to the principal regarding equipment, supplies, and repairs; and (12) assisting the principal in the preparation of the school budget.

It is the principal's responsibility to designate the administrative duties which the department head shall undertake to perform. Obviously, it is unwise for the principal to make of the department head either a clerk or a part-time assistant principal. The department head should be employed by the principal to supplement and not to duplicate his own responsibilities.

WARNING!

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective and plan to exploit scholarship for financial ends. Members of the National Association of Secondary-School Principals are warned to beware of any plan to obtain the names of their outstanding high-school pupils, or to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The National Association of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

THE JUNIOR COLLEGE

ARTHUR ANDREWS
Grand Rapids Junior College, Grand Rapids, Michigan

At the suggestion of the chairman, I am addressing my remarks to the junior-college students who have assembled for this conference. Having been associated with a junior college for nearly a quarter of a century, I feel that I know junior-college students fairly well, and I welcome the opportunity to speak to them. During these years, I have observed that, in general, junior-college students are a rather selected group, having an unusual degree of interest in securing an education; and it is my conviction that in attending a junior college, they have unusual educational opportunities.

In stating that junior-college students have unusual educational opportunities, we are not making any extravagant or unfounded claims. The administrators present this morning are familiar with the studies that have been made of the education achievements of junior-college graduates. Perhaps the first extended study of this kind was made some years ago by Walter C. Eells, when he was teaching in the Department of Education at Leland Stanford University. As the administrators know, Dr. Eells is now executive secretary of the American Association of Junior Colleges. In a most interesting report made at the meeting of the Association in Fort Worth, Texas, Dr. Eells gave a report of the grades earned in Leland Stanford by graduates of junior colleges, and compared these with grades earned by students who had done all their college work at Leland Stanford. Dr. Eells's findings in general were that the records made by junior-college students were superior from several points of view. The general level of grades was higher, the number of failures was smaller, a larger percentage was elected to honor societies and a larger percentage continued with graduate work. Certainly the report gave evidence that these students were in no way handicapped by having had their preliminary training in junior college.

Those of us residing in the State of Michigan were interested in the study made by Wray Congdon, who, I believe, is now admission officer at Lafayette. As his doctorate dissertation, he presented a study of records made by three groups of students in the Engineering College at the University of Michigan. The first group were junior-college graduates coming to the University as juniors, the second group were the out-of-state students, and the third group, the so-called native students coming into the Engineering College from the state of Michigan, and matriculating as freshmen. Dr. Congdon compared the records made by these three groups of students during the junior and senior years, and the interesting fact was that the junior-college graduates surpassed both of the other groups. A smaller number dropped out of college, a larger number was graduated with

honors, a larger percentage made all A records, a larger percentage was elected to Tau Beta Pi, the honorary engineering society, and a larger percentage continued in graduate work.

At the University of Michigan, and I presume it is a practice in most universities, records are kept of the achievement of the students transferring from other colleges; these records show that the accomplishments of junior-college graduates are enviable. In fact, nearly every large-scale study made in the United States had indicated that junior-college graduates more than hold their own in the great universities of this country. Certainly, from the standpoint of academic achievement, junior-college students need offer no apology for the institution they represent. The junior college has proved its worth, and the real challenge confronting junior-college students is to see to it that they maintain the traditions of achievement which have already been established.

Some of you may know that many believe the junior-college movement had its real beginning right here at the University of Chicago. William Rainey Harper, who served as president of the University of Chicago in the later years of the last century, has been called the father of the junior college. It was Dr. Harper who gave clear definition to some of the objectives of the junior college, who made clear that the first two years of college are secondary in purpose, and who directed attention to the importance of instruction at this level. As one who has been associated with college work for a good many years, I can say to you without the slightest hesitation that in general the best teaching I have seen during the period which we are considering has been in junior colleges.

In Grand Rapids, and it is probably the situation in many other institutions, we have a good many students who enter the junior college with some reluctance. They would rather have enrolled at Chicago, Texas, or the University of Siam. This is a perfectly natural reaction. There is a glamor, a certain excitement about going away to college. Sometimes there is more glamor when students go away to college than when they come home. I have been interested to observe that our students—and it is probably true in similar institutions—soon realize that they are being rendered a very real service in the college; but it is not till they have graduated and matriculated at Chicago, Texas, or Siam that they become our most enthusiastic advocates; I have often felt it was just a little unfortunate that they did not enter with this point of view rather than achieve it after graduation.

One reason why many students become enthusiastic about entering a great university as freshmen is the anticipation of engaging in extra-curriculum activities on a large scale. It is quite natural that a boy with red blood in his veins should look forward to playing fullback on the University of Chicago football team. If not at Chicago, then perhaps at North-

western. It is something to be a forward for Purdue and perhaps some little honor being editor of a big college daily. Do not misunderstand what I am trying to say. I have, of course, the most profound respect for our great universities. However, what I want to say is that if extra-curriculum activities have value, and if they are properly directed, a larger percentage of students can get this experience in a junior college than in nearly any other type of institution. John Dewey taught that we learn by doing; and the fact is that if there is any truth in this doctrine, the opportunities for the average student to learn by doing are greater in a junior college than in most other institutions. Of the thousands who aspire to these things in large institutions, what percentage is able to participate, even in the humblest way? Very small. Indeed, this fact is so clearly recognized in many institutions that they are making serious efforts to meet this need. There are advantages in belonging to an old and well-established institution, and there are also advantages in attending a young institution where there are many things to be done, and where many can have a part in the doing.

I cannot pass without just a word of comment. It is very easy to put a false emphasis upon these matters. You have learned in your psychology courses that even the lower animals engage in random activity. It means little to be doing unless the doing gives point and meaning to experience. In most instances, the way you do it is as important as what is done. I have seen many students whose experience in extra-curriculum activities has been a liability. Undirected activity is as pointless as trying to think in an intellectual vacuum.

There is one type of student who ordinarily does not enroll at a junior college, and, personally, I am glad he does not. The student who is primarily interested in what is sometimes called "college life" probably will not matriculate at a junior college. Such students will probably not get much from the college and certainly will not make much of a contribution to the college. Most students who come to a junior college want an education; they are in dead earnest. The securing of such an education frequently means sacrifice for parents and discipline and privation for the student. They enroll in a young and vital educational institution and engage in making educational history. These are very real reasons why it is a privilege to be identified with such an institution, either as a student, as an instructor, or as an administrator.

THE TEACHER IN SCHOOL ADMINISTRATION

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The question "To what extent should teachers participate in administration?" is as stimulating as it is incriminating: stimulating to teachers in that it opens new vistas of opportunity, responsibility, and authority; stimulating to administrators in that it provides an avenue for more intelligent coöperation on the part of teachers; incriminating to teachers in that, as a group, their training and capacity to assume administrative functions may be seriously questioned; incriminating to administrators in that, as a group, they neither fully understand nor appreciate the point of view or potentialities of their teachers.

I would make a distinction between teacher participation in administration and administration by teachers. Participation in administration indicates closer coöperation between teachers and executives. It indicates more efficient organization among teachers for more efficient administration by executives. Administration by teachers, on the other hand, indicates that teachers assume full responsibility and complete authority in functions of administration. It indicates a division of responsibility and authority between teachers and executives.

The teachers' function in administration may be educative or executive. If educative, teachers will take appropriate steps to secure more information relative to existing and anticipated administrative policies. If educative, administrators will seek teacher judgments relative to anticipated administrative changes in such matters as the revision of the salary schedule, group insurance, and retirement. If executive, teacher committees will interview teacher applicants, pass upon the budget, evaluate administrative policies, and assume other administrative functions.

What is administration? It means widely different things to different people. No matter how varied the classroom experience, few teachers have a true conception of all that administration involves. No definition which I can give can express it adequately. However, in order that we may think somewhat in the same terms I shall define educational administration as the organization and the direction of personnel and material for the purpose of providing maximum educative experiences for the learner. That administration is most effective when these educative experiences are adapted to the individual needs and abilities of the learner.

In discussing the extent of teacher participation in administration, we must recognize the necessity for developing guiding principles. These principles should be applicable throughout the entire educational field and not merely expediences which may or may not be justified under local conditions. If we advocate administration by teachers, it is both

democratic and desirable that all teachers be given that opportunity. If teachers demand more democracy and equality in administration, they cannot refuse to apply these same principles within their own group. In other words, administrative participation should not be limited to a privileged few within the teacher group. If we make a democratic application of administration by teachers, not only city school systems would be involved but the county school systems, the state administration of education, and, ultimately, the administration of national educational policies. It also follows that if administration by teachers is to be encouraged in our public schools, it should likewise be encouraged in the administration of our colleges and universities. This should apply to privately endowed as well as to tax supported institutions.

Perhaps it would be well to determine the status of the typical public school teacher in the United States. Just as you may never know the average man, the typical teacher may be equally difficult to identify. And yet, as a group, the social, economic, and professional status of teachers may be established.

The 1930 census shows that ninety per cent of the incorporated communities of the United States were five thousand or less in population. According to a United States Office of Education survey made in 1930, of 18,157 high schools in the United States, 78.3 per cent enrolled not more than two hundred pupils; 34.1 per cent enrolled fewer than fifty pupils; and 15.7 per cent enrolled more than three hundred pupils.[1] Whitney states that one half of our public school children are enrolled in rural schools.[2] It is evident, then, that the vast majority of the public school teachers are to be found in the rural districts and in towns of five thousand population or less. Is there anything in the training of rural school teachers which would fit them for administrative responsibilities?

Whitney further reports that nearly one half of all state teachers college graduates plan to graduate from the two-year level.[3] This indicates the lack of adequate preparation which these teachers will have for teaching, to say nothing of administration. More than one half of these graduates definitely plan to be married as soon as possible. With an average tenure of three years in the profession, teachers find it difficult to become an integral part of, or fully to understand, the community in which they work. They can exert little more than a passing influence at best. From an administrative point of view, a three-year tenure in the profession is insufficient time to determine individual capacity for administrative responsibility, even though that individual were qualified

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[1]Gaumnitz, Walter H. *The Smallness of America's Rural High Schools.* Bulletin, 1930, No. 13, United States Office of Education, p. 78.

[2]Whitney, F. L. *The Growth of the Teacher in Service.* The Century Company, 1927, p. 12.

[3]*Op. cit.*

to assume that responsibility. This, then, is a part of the composite picture of the typical teacher.

Teacher certification laws are lax in many states. It was not many years ago that over sixty per cent of the cities between twenty-five hundred and five thousand population required no previous experience in their elementary schools, over thirty per cent did not require normal school graduation.[4] The certification requirements vary widely in the different states and are often but nominally observed within states. This does not serve to raise the professional standing or ability of teachers.

What are the functions of school administration in which teachers wish to participate? The following are a few of the major responsibilities of a superintendent of schools listed without reference to their relative importance:

1. Serves as executive officer of the board of education.
2. Gives aid as educational consultant to the board of education.
3. Employs the personnel with board approval.
4. Discharges the personnel with board approval.
5. Analyzes and prescribes for the educational needs of the community.
6. Supervises instruction.
7. Prepares and administers the budget.
8. Meets pressure groups.
9. Participates in community activities.
10. Develops plans and supervises building construction.
11. Assists in state and federal educational legislative programs.
12. Makes statistical studies and reports.
13. Educates lay boards of education regarding community educational needs.
14. Develops a curriculum study program.
15. Improves the relations between the home, the public, and the school.

I have no apprehension regarding teacher participation in administration. In fact, such participation should result in a better understanding on the part of teachers of the many checks and balances under which school administrators are forced to work. Many teachers will be far more satisfied to teach after they have assumed full administrative responsibility. Executives, whether in education or business, are continually looking for individuals in their organizations capable of assuming administrative responsibility. It is a mark of executive ability to discover and train such leadership within the organization. Individual talent for administration should be developed; promiscuous induction into administration should be discouraged.

[4]Whitney, F. L. *The Growth of the Teacher in Service*. The Century Company, 1927, p. 12.

I would not close this discussion without stating that if school administration were conducted along democratic rather than autocratic lines there would be no issue regarding teacher participation. Teachers should feel free to make suggestions regarding the improvement of any phase of the educational program and should feel that these suggestions will be given careful consideration. Teacher heads of departments, supervisors, curriculum chairmen, and principals should be consulted when teachers are employed, and interviews with these applicants arranged. A curriculum study program, to be most effective, must be based on teacher participation since no curriculum is stronger than the teaching staff which administers it. A philosophy of education becomes a mockery if teachers do not live it and teach it. It is equally true that the professional vision of teachers is broadened as they participate in school life and the life of the community.

Superintendents enter the profession as a life work, many are family men, they have spent years in professional training, they have had both valuable and widely diversified experiences, many are recognized as responsible civic leaders. They have long since recognized the necessity for seeing a problem in its entirety and have learned to exercise keen professional judgment.

Superintendents and their boards of education operate a large business enterprise. Usually, it is the largest enterprise in the community. They employ the largest number of people in town throughout the year, and they collect and disburse the largest amount of money spent in the community. The assessed valuation of school buildings and equipment exceeds that of any other business. The pay roll is the largest in town. The administration of public schools involves more than curriculum revision, more than supervision, more than meeting pressure groups, more than hiring and firing teachers, more than developing theories and philosophies—it is a business enterprise.

And finally, regardless of whom the superintendent entrusts with temporary authority, final legal responsibility for school administration rests squarely upon his shoulders. The board of education holds the superintendent responsible for the efficient management of the schools. He may delegate authority to teachers and teacher committees; but in the final analysis, he alone is held responsible for results.

HOW TO TELL A COMMUNIST AND HOW TO BEAT HIM[1]

WILLIAM F. RUSSELL
Dean of Teachers College, Columbia University, New York City

I am a professor, but I am not here to give you "book learning." I am here to set before you, the American Legion, a problem which concerns all of us who love democracy and the ideal of liberty for which it stands. The problem is how to check communism. When I talk about communism I know what I am saying. I have had experience with this menace. I know where it is most likely to take hold, and I think I know the best way to fight it.

It was before the American Legion was formed, in fact it was in August, 1918, that I met my first Bolshevik. We did not call them Communists in those days. I was to lecture in Vladivostok on American education to a great crowd of teachers, patrons, parents who were all school board members. I started at five. My interpreter finished at seven. Late into the night the questions continued.

After the lecture, a man stopped me at the door. "Good evening," he said, "My name is Wax. I did a year of graduate work in the States. Until last month, I was the Bolshevik Commissar, here in Vladivostok." You can imagine my surprise. I asked, "What is bolshevism?" And this is the tale he told to me.

Communism is not new. There have been forms of communism since earliest times, even in America. Note the tribes on the Indian reservations. But communism as we know it was formulated by Marx, Engels, and others, less than a hundred years ago. They saw something wrong with the world. The few had too much, the many too little. As Wax said that night, "Why should the rich have all the beautiful houses, pictures, rugs?" He even said wives. Karl Marx saw every few years that there was a depression. Wars were almost constant. The doors of opportunity were shut. Oppressed peoples and races were practically slaves. The communists thought that such conditions need not exist. There could be peace on earth, good will to men, the good things of life could be more evenly divided, if only men would apply their brains to the conduct of their lives.

This man Wax was making quite a sales talk. It sounded attractive so far. "How do you plan to do this?" I asked. "Well," he said, "the trouble to-day is that men are divided into two classes—those who own and those who earn—capitalists and workers.

"There is an inevitable war between the two. There can be no compromise, no truce, no armistice, no peace. It will be a battle to the death.

[1]Address made before the New York department convention of the American Legion at Endicott, New York, August 12, 1938.

Men are fools to love the fatherland. The workers of one country should be better friends with the workers of other lands than with the capitalists of their own, who are their only enemy. 'Workers of the world, unite!' read the Communist Manifesto. 'You have nothing to lose but your chains.'

"Part of the trouble," continued Wax, "is in the churches. Men go to church, and what do they learn? To be humble, to be patient and forgiving, to look to the future life. All this is grand for the capitalist. So down with religion, shut the churches, banish the priests." This done, the communists thought, and the decks would be cleared so they could build a new world.

"And how are you going to defeat capital? How are you going to win for labor?" I asked Wax. "Very simple," he replied. "We will use the idea of the Soviet. First, we organize all the workers into unions—unions of carpenters and masons, plumbers and railroad men, stenographers, cooks, librarians, teachers, nurses, professors, doctors, clerks, everybody, in fact, except the capitalists. Then each local sends its delegate to a larger council, and councils to the highest council. There is no need for congress, legislatures, or elections. Everything can be accomplished by the unions. Lenin has organized a system by which the few can rule for the many. This is what we call 'dictatorship of the proletariat.' The proletariat chooses its dictators. After that it is dictated to!" "But what about the rich? The capitalists?" I asked. "Where do they come in?" "Oh," said Wax, "that is the cleverness of the idea. They have no unions, and if they formed them we wouldn't recognize them.

"Of course, you and I remember how, after this time, the Kolchak government failed in Siberia, how the Bolsheviks took complete control. They never made any pretense of democracy. They seized the power. My friend, Arthur Bullard, who was chief of the group with whom I served in Russia in 1918, said he was talking with Lenin in Switzerland in 1905. Lenin had outlined the whole Bolshevik ideal," Bullard said, "How are the Russian people going to do this? They cannot do it for themselves, can they?" "No," replied Lenin, "they are too ignorant to know what to do, too hungry to have the energy, too subservient to dare." "And surely the Czar won't!" said Bullard. "No," said Lenin. "Then, who will?" asked Bullard. "I will," said Lenin. The way they worked their way to the seizure of power was as follows: talk about peace, talk about social equality, especially among those most oppressed. Talk about organization of labor, and penetrate into every labor union. Talk on soap boxes. Publish pamphlets and papers. Orate and harangue. Play on envy. Arouse jealousy. Separate class from class. Try to break down the democratic processes from within. Accustom the people to picketing, strikes, mass meetings. Constantly attack the leaders in every way possible, so that the people will lose confidence. Then in time of national peril, during a war, on the occasion of a

great disaster, or on a general strike, walk into the capital and seize the power. A well-organized minority can work wonders.

Just as we fought to make "the world safe for democracy," so they are fighting to make the world safe for communism. They are fighting this fight to-day, twenty years after my talk with Wax. Every country must become communistic, according to their idea. So they have sent out missionaries. They have supplied them well with funds. They have won converts. These converts have been organized into little groups called "cells," each acting as a unit under the orders of a superior. It is almost a military organization. They attack where there is unemployment. They stir up discontent among those oppressed, particularly among the Negroes and the Jews. They work their way into the unions, where they form compact blocks. They publish and distribute little papers and pamphlets. At the *New York Times,* they pass out one called "Better Times." At the Presbyterian Hospital, it is called "The Medical Worker." At the College of the City of New York, it is called "Professor, Worker, Student." At Teachers College, it is called "The Educational Vanguard." These are scurrilous sheets. In one issue I noted twenty-nine errors of fact. After a recent address of mine, they passed out a dodger attacking me, with a deliberate error of fact in each paragraph. These pamphlets cost money, more than one hundred dollars an issue. The idea is to try to entice into their web those generous and public-spirited teachers, preachers, social workers, and reformers, who know distress and want to do something about it. These communists know what they are doing. They follow their orders. Particularly, they would like to dominate our newspapers, our colleges, and our schools. The campaign is much alike all over the world.

You see, when it comes to fighting communists I am a battle-scarred veteran. But after twenty years, I cannot tell one by looking at him. If only he were a tall dark man with bushy black whiskers, a bomb in his hand, a knife in his teeth, and a hand grenade in each pocket of his smock, I could recognize him. However, only the leaders proclaim their membership. The clever are silent, hidden, anonymous, boring from within. You can tell a communist only by his ideas.

Now the Legion loves loyalty. It upholds the American way. It seeks to perpetuate democracy, as a patriotic power, alert to alien isms. It justly considers communism subversive, and has taken up the fight. What tactics should we adopt? What plan of campaign should we map? The answer, as I see it, is to note the conditions under which communism has come to flourish in foreign lands and then do our best to see to it that these conditions never obtain here.

Now what were the conditions that gave communism its chance in Russia? These were, I think, three. First, widespread misery, poverty, and distress; second, suppression of freedom of speech and the right of meeting

and assembly; third, general ignorance. These are the three conditions that give communism a chance to flower and flourish.

When you have abject poverty widespread, when people are out of work, when houses are damp, dirty, cold, and crowded, when children cry for food, there you have a soil fertile for communism. It is no accident that there are Communists in the suburbs of Paris and London, in Harlem, or along the water front in New York and San Francisco. After a drudging day of despair, the family sick and cold, the doors of hope shut, you cannot blame the unlucky for giving willing ear to the blandishments of the Communist propagandist, who says that Russia is a happy land with golden gates, flowing with milk and honey. When men are down they will sell their birthright either for a mess of pottage or for a pot of message.

One way, then, to fight communism is to go in to the root of poverty and distress. Whatever you may think of certain aspects of the work of the present administration, you must see that in the program of resettlement, in the WPA, in the CCC camps, and in the National Youth Administration, President Roosevelt and his advisors have been helping the poor and distressed. Some think we can never pay for it. Some think that conditions will be worse in the long run. We must admit, however, that what they have done for the poor has been the most powerful blow against communism. No matter what the national government does, whether you agree with this program or not, the good American who wishes to fight communism must lend every effort to clean up the slums, to assist the unlucky, to cure the sick, to care for the widow and the orphan.

It is at this point that I wish to point out to you a misunderstanding, a mistake, that many loyal citizens commonly make. There are among us a good many people who by training, taste, inclination, or vocation see much of the poor, the underprivileged, and the sick. These are ministers and priests, social workers, Y. M. C. A. leaders, doctors, nurses, teachers and professors. They see the effect of the slum. They know what the sweatshop does to body and soul. Their wrath and indignation rises at the practices of some of the worst of us. Then these men and women who know the seamy side of life, from the pulpit, in the press, from the lecture platform, in the college and university class, point out these evils and struggle to find some way of improving these conditions. Some are wise and advocate gentle and gradual improvement. Some are in a hurry and urge quick reform. You and I are likely to think that they are Communists, that their ideas are subversive. We may call them "red." But whenever we do this, we had better back up and think. They are not the Communists. The Communists get a lot of pleasure out of our mistake. The Communists are glad to see us attack them, to quiz them, to hamper them, to persecute them. Because in a way these zealots are the worst enemies of communism.

If we could clear up the worst of the slums and give help to that part of the population which is in genuine distress, which is what these zealots want, we should, in one step, have removed the most likely converts from the contamination of communism.

You have a second condition favorable to communism when people dare not speak their minds. Let the right of assembly become abridged and sympathy follows the supposedly injured party. If an idea is so subversive that it cannot be talked about openly, how alluring it is likely to be when it is heard in a whisper! When you cannot speak on the public square, you gossip down the alley. When you cannot meet in the open, you conspire in the cellar. Then you hear only one side. Then you think you are a martyr, and you may be willing to die for a belief which, because it has never been effectively opposed, may be half formed and ill considered. Ideas expressed openly are, of course, subject to the law of treason, slander, or morality. The people of the United States would not approve and adopt the Constitution until it was explicitly stated that the rights of "freedom of speech, or of the press; or the rights of the people peaceably to assemble" should not be abridged; and so far as fighting communism is concerned, I think they are right. Nothing pleases the Communists more, nothing advertises them so much, nothing wins them more converts, than violation of these rights.

But what the Communist is most afraid of is education. I do not mean any kind of education, because you will naturally think at once of this Communist who is a college graduate, of that Communist who is a Doctor of Philosophy, of groups of college students who support and uphold communism. Conversely, you can recall at once many an unschooled illiterate who holds to the American way. There will always be impractical intellectuals who look to the speedometer, not to the brakes. But communism cannot flourish where all, or almost all, the people know a good deal about history, political science, and sociology. Communists advance their ideas as if they were new. They try to make people think their plans are practical and workable. They don the sheep's clothing of democracy trying to deceive the ignorant, when they have not the slightest belief in democracy at all. The person who knows history will know better. The fallacy in communism is not in the ultimate goals which they borrow, like peace, prosperity, social justice, and human brotherhood, but in their practical plans for realizing these goals. The person who knows history and political science and economics knows that these plans have been tried repeatedly, and repeatedly they have failed. The same plans, and much the same tactics, failed in France in 1789. They failed again in 1848. They failed in Germany since the War, they failed in Hungary, they failed in Spain, they failed in Russia itself. They sought peace; they got war. They sought fraternity; they divided brother from brother. They sought social justice;

they achieved more poverty, more misery, more distress. As one learned Frenchman said, *"Communism can destroy capitalism but cannot replace it."*

The person who is educated in the manner I describe learns to take a long look at the world. He sees the age-old aspirations of man for prosperity and well-being, for liberty of conscience, speech, property, for freedom to earn and to spend, for equality before the law, and for an equal opportunity for youth. He has watched the gradual development of these ideals, now advancing, now retreating, now advancing again. He knows how the fathers of our country caught a new vision, how by compromise and adjustment they devised a new form of government and a new form of relationship between man and man. Of course it was not perfect. The idea was to build a little at a time in the hope that what they had done would persist. The educated person knows that social changes come very slowly. If you are in a hurry, as in Germany from 1919 to 1933, or in Spain, there is revolution and reaction. If you try dictatorship, as in Nazi Germany or Italy or Soviet Russia, of course everybody has work but then you are only a serf. Up to now those who have been socially secure in this world have been only the slaves. The educated man moves slowly. He is in no hurry. The educated man moves steadily and persistently. He will not be lulled to sleep.

So to hit communism at its weakest point you must have education. You cannot fight an idea by banishing it. You cannot fight an idea by shooting it. *Purges, "red scares," teachers' oaths, discharging professors, have never stopped communism.* The only way you can fight an idea is by meeting it with another idea; and the only way you can meet it with another idea is by proper education.

It is most fortunate for us that most of our children have a chance to go to school. It is fortunate for us that most of them can finish the high-school course. Let us make very sure that these boys and girls have a chance for a good education for modern times, especially in the controversial and difficult fields of government and social life. It does not make much difference to me as an American what sort of Latin or spelling or algebra they study, but I do hope that they will learn what democracy is and why we have it; what life was like when our ancestors lived under tyranny, and what life must be like to-day in Russia, Germany, Spain, Japan, and Italy; what these liberties are that we prize; what these rights are that we must maintain; and what our corresponding duties must be. Let these boys and girls hear of the theories of social improvement. Let them know what communism and fascism think they are. Let them go right down to the bottom. Knowledge is power.

DeWitt Clinton, who built this school system, had it right when he said that these schools were the *"Palladium of our freedom . . . the bul-*

wark of our liberties." Since his time these schools have grown in power and confidence. Every child has his chance. We have a strong and competent State Department of Education. We have the best system of school financing in the Union. Our school board members are able and competent. We have a grand force of teachers. Hold up their hands. Give them encouragement. Protect them from the narrow-minded zealot who would hamper them. That's the way to cut down the Communist.

There is, however, one additional consideration. Communism, I am convinced, can flourish only when the soul of a people is dead. The wisest men from the time of the Greeks have sensed that we really live in two worlds, the world of sticks and stones, and the world of the intellect, the world of the spirit. When I was a boy I used to walk down the halls of Teachers College and there on the wall was an old engraving of the New Jerusalem. There were high walls, closed gates, and up the steep sides, out of the mud and muck crawled and climbed the poor mortals in search of heavenly bliss. When I see that picture it makes me think of what education should do. There is one world, a dog's world, a world of bones and kennels, of chains and muzzles, and of hunts and fights; and there is a man's world, a world of ideas, of beauty, of thought. The one is base, the other good. In one, men are slaves; in the other, they are free. In one, there are oppressed and oppressors; in the other, all are equal. There is a land of the slave and there is a land of the free, and the passport to this happy land is a liberal education and a belief in power beyond one's self.

I hope for a world with bigger bones and better kennels, but I despair if that is all men want. Our people will perish unless we re-incorporate in our life the statement made one hundred fifty years ago in our Northwest Ordinance: *"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."* This accomplished, in this spirit, by the schools and by all other means of education—colleges, churches, clubs, organizations, museums, libraries, theaters, and the press—we shall have a happy people. We shall never be Communists.

You of the Legion recognize the enemy. How shall we beat him? Relieve poverty and distress. Stand up for the rights of meeting and assembly and freedom of speech, particularly when you do not agree. Support the schools and foster in every way the study of history, government, and social life. Above all, support a liberal education, an education for men, not dogs, that we may enter and live in a world of ideas, of beauty, of thought. This should be the American program. It will cause the most of discomfort to our enemies; it will do the most to perpetuate and preserve the form of government and the kind of life which the fathers of our country willed to us and to which they were confident we would give our last full measure of devotion.

BOOK NOTES

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Schools in Small Communities. Seventeenth Yearbook of the American Association of School Administrators. Washington, D. C., 1939. Pp. 608. $2.00.

Recognizing that the vast majority of school systems in the United States are small and comprise rural schools, and that many of them provide neither the educational, social, nor cultural opportunities to be expected in a democracy, the American Association of School Administrators, in convention in 1936, decided to devote a yearbook to the problems of the small school system.

In consequence, the Commission on Schools in Small Communities, with the assistance of hundreds of other persons, herein present the conclusions of their study. These conclusions are based on certain general convictions: (1) that the small school should be organized to serve boys and girls through an educational program suited to local needs and conditions; (2) that such a system must serve the child who will eventually reside in the city, as well as the one who will remain in the same or in a similar community; (3) that two avenues for improvement lie in greater efficiency and enrichment within the present framework and in fundamental reorganization of the administrative structure; (4) that the superintendent has exceptional opportunities for rendering distinguished service.

The Commission agreed that the term *small school system* include schools provided in villages, small towns, and communities ranging in population from approximately five hundred to five thousand with special emphasis upon community centers of about twenty-five hundred, and that it embrace organizations offering training from the kindergarten through grade twelve, organizations under the direction of a superintendent and a board of education.

A comprehensive statement of the needs of such schools and suggestions for systematic planning and action in realizing those needs comprise the seventeen chapters of the study. Among the topics discussed are: the community setting, the school system, the general program of guidance, its organization and administration, a life-centered curriculum, schoolhouse planning and remodeling, transportation, lay and professional leadership, and finance.

Although specifically related to the problems of the small system, the book should also command the interest of superintendents of large schools; and, in fact, its sound philosophy should be known to all persons interested in furthering American education.

Hart, Archibald. *Twelve Ways to Build a Vocabulary.* New York: E. P. Dutton & Company, Inc., 1939. Pp. 128. $1.00.

The appeal of this volume is directed to all ages—high-school boys and girls, college students, and all those who are occasionally called upon to make impromptu speeches and have difficulty in finding words spontaneously. The methods used by the author to catch the reader's fancy include: discussions of weary words, the poisoned well, synonyms, antonyms, definitions, malapropisms, word derivation, fun with the dictionary, slang and idioms, and prefixes. Ten vocabulary tests conclude the work.

Campbell, Doak S.; Bair, Frederick H.; Harvey, Oswald L. *Educational Activities of the Works Progress Administration.* Staff Study No. 14, Advisory Committee on Education. Washington, D. C.: United States Government Printing Office, 1939. Pp. 181. 25 cents (paper cover).

The background, general scope, program content, and general evaluation of the educational activities of the Works Progress Administration comprise the contents of this publication.

Curtis, Francis D. *Investigation of Vocabulary in Textbooks of Science for Secondary Schools.* New York: Ginn and Company, 1938. Pp. 127. $1.40 (clothbound).

A summary of the results of one hundred investigations made by graduate students, this work is intended to offer practical guidance to authors of

textbooks and to teachers of science in regard to current texts, their needs and shortcomings: (1) use of too difficult vocabulary, (2) need for simplification of vocabulary; (3) use of nonessential or nonscientific terms, (4) needs for defining and repeating essential vocabulary in courses of science, (5) need for determining essential terms.

Russell, John Dale and Associates. *Vocational Education.* Staff Study No. 8 of the Advisory Committee on Education. Washington, D. C.: United States Government Printing Office, 1938. Pp. 325. 40 cents (paper cover).

This monograph presents and interprets the findings resulting from the investigation of vocational education made by the Committee, and undertakes to survey the whole plan of organization for the federally reimbursed program, the outcomes of this service, the needs of the country for occupational preparation, and the manner in which those needs may best be met.

Deliberative Committee Reports, 1938. Washington, D. C.: Educational Policies Commission, 1939. Pp. 63. 50 cents (pamphlet).

Thirty-three digests containing statements of the problems, conclusions, and recommendations of as many deliberative committee reports are given and are classified under five headings: (1) Aims and Social Background; (2) Administration and Finance; (3) Teacher Personnel; (4) Pupil Personnel and Guidance; (5) Instruction—Materials and Methods.

Bauer, W. W. and Edgley, Leslie. *Your Health Dramatized* (Selected Radio Scripts). New York: E. P. Dutton and Company, Inc., 1939. Pp. 528. $2.25.

Prepared under the educational requirements of the American Medical Association and the National Broadcasting Company, *Your Health Dramatized* may be used to correlate the health programs of junior and senior high schools with other subjects of the curriculum. The thirty-two scripts here presented, utilizing ten to thirty minutes each, may be produced as actual broadcasts, simulated broadcasts, stage plays, informal classroom plays, and dramatic readings.

Fedder, Ruth. *A Girl Grows Up.* Illustrated by Mary Magill. New York: McGraw-Hill Book Company, Inc. Whittlesey House, 1939. Pp. xix+235. $1.75.

The author discusses the needs of young girls: growing up, gaining self-confidence, acting their age, growing up emotionally, getting on with people, living happily with their family, associating happily with boys, deciding about a job, and the give and take of living. A bibliography for further reading on associated topics is also given.

Glover, Katherine. *America Begins Again.* The Conquest of Waste in Our Natural Resources. Foreword by Stuart Chase. New York: McGraw-Hill Book Company, Inc., 1939. Pp. xv+382. $1.76.

This book on conservation directs the reader's attention to the grave responsibility now facing the American people in restoring devastated soil, forests, and wild life, in cleansing and protecting the waters, and in guarding the mineral stores against further exhaustion and exploitation.

Bacon, Francis L. and Krug, Edward A. *Our Life Today.* Boston: Little, Brown and Company, 1939. Pp. xxii+657. $1.76.

Comprising twenty-nine chapters in seven units on the social studies, *Our Life To-day,* designed for high-school youth, emphasizes personal, social, occupational, civic, economic, and world relationships.

Maller, Julius B. *School and Community.* New York: The McGraw-Hill Book Company, Inc., 1938. Pp. 360. $3.50.

The Regents' Inquiry presents herein a study of the demographic and economic background of education in the state of New York. *School and Community* is one of several books published as the result of the Inquiry, which was undertaken in order to find out what the educational system of the state is accomplishing, its costs, its fitness to present-day needs, and the extent to which it should be reformulated.

BOOKS RECEIVED

LAKE, CHARLES H.; HARLEY, HENRY P.; WELTON, LOUIS E. *Exploring the World of Science.* Drawings by Adrian J. Iorio and Barry Bart. New York: Silver Burdett Company, 1939. Pp. ix+710. $1.80.

ECKENRODE, H. J.; MORGAN, DEWITT S.; CORSON, JOHN J. *This Government.* Illustrations by Oscar Ogg. New York: Johnson Publishing Company, 1938. Pp. viii+540.

HILL, HOWARD C. and ANDERSON, HAROLD A. *Living Together in My Community.* A workbook in community life. Boston: Ginn and Company, 1939. Pp. vi+182. Seventy-two cents.

UNZICKER, SAMUEL P. and GRUENBERG, BENJAMIN C. *Activities in General Science.* New York: World Book Company, 1939. Pp. vi+202. Sixty-eight cents.

BULLETINS RECEIVED

ADE, LESTER K. *Publications Available for Distribution and Publications in Preparation.* A Bibliography. Harrisburg: Pennsylvania Department of Public Instruction, January, 1939. Bulletin 7. Pp. 23.

———. *Major Issues in Financing Education in Pennsylvania.* Harrisburg: Pennsylvania Department of Public Instruction, 1938. Bulletin 135. Pp. 99.

———. *Pennsylvania Program of Extension Education.* Harrisburg: Pennsylvania Department of Public Instruction, 1938. Bulletin 292. Pp. 83.

———. *Pennsylvania Program of Literacy and Citizenship Education.* Harrisburg: Pennsylvania Department of Public Instruction, 1938. Bulletin 293. Pp. 83.

———. *The Administration and Organization of the Distributive Education Program.* Harrisburg: Pennsylvania Department of Public Instruction, 1939. Bulletin 270. Pp. 17.

———. *Suggestions for Developing a Social Studies Program in the Secondary School.* Harrisburg: Pennsylvania Department of Public Instruction, 1939. Bulletin 411. Pp. 32.

BARTLETT, KENNETH L. *How to Use Radio.* An Outline of Practical Suggestions for the Teacher and the Radio Chairman. Foreword by John W. Studebaker. Washington, D. C.: National Association of Broadcasters, Inc., 1938. Pp. 43.

CARR, WILLIAM G. and others. *Safety Education Through Schools.* Research Bulletin. Washington, D. C.: Research Division, National Education Association, 1201 Sixteenth Street, N. W., November, 1938. Vol. XVI, No. 5. Pp. 60. Twenty-five cents.

———. *The Rural Teacher's Economic Status.* Research Bulletin. Washington, D. C.: Research Division, National Education Association, 1201 Sixteenth Street, N. W., January, 1939. Vol. XVII, No. 1. Pp. 63. Twenty-five cents.

Congress at Work. A Graphic Story of How Our Laws Are Made and of the Men Who Make Them. Pittsburgh, Pennsylvania: Scholastic Bookshop, 402 Chamber of Commerce Building, 1939. Pp. 32. Twenty-five cents.

MORT, PAUL R.; LAWLER, EUGENE and others. *Principles and Methods of Distributing Federal Aid for Education.* Staff Study No. 5 of the Advisory Committee on Education. Washington, D. C.: United States Government Printing Office, 1939. Pp. ix+99. Twenty cents.

NEWS ITEMS

A WORLD TOUR IN EDUCATION.—The March issue of *World Education*, official organ of the World Federation of Education Associations, is a vest-pocket world tour in education. This issue, which runs 192 pages, contains thirty-six articles on as many different phases of education from many lands.

THE LONG PERIOD.—To offset adverse conditions under which many students do their homework and to help the slower students, the faculty of East Paterson (New Jersey) High School are now holding fifty-five-minute periods instead of the thirty-minute ones formerly held. The periods are divided into three parts: the first for review of the previous lesson, the second for discussions and research reports, the third for study.

TEACHING STANDARDS TO BE RAISED.—By vote of the Board of Regents, New York state teaching standards will require all future high-school teachers to hold the equivalent of a master's degree. The new regulation will not go into effect until January, 1943. This will allow students now in normal schools or colleges to be graduated before the change takes place. At present a bachelor's degree only is required.

FOR MEN MUST COOK AND WOMEN MUST WORK.—The need for emphasizing consumer and vocational education for girls and domestic art instruction for boys is stressed in the February *New Jersey Educational Review* by Helen C. Brearley, who asserts that economic necessity will force both the husband and the wife to work in the future, and that schools must adapt their courses to the vocational and domestic implications of a trend which no one can halt.

COUNSELING ON WHEELS.—In order to acquaint New York rural consolidated and small town school officials with the values and low cost of counseling service, a counselor's office equipped with pamphlets and books on vocational and occupational guidance, counselor's files, record cards, charts, and slides is to be set up in a trailer which will tour the state, reports Chief George E. Hutcherson of the Bureau of Guidance of the State Education Department.

NEW SERVICES OF THE OFFICE OF EDUCATION.—For the purpose of establishing special services to the states on occupational information and guidance, the Office of Education has installed the following new branches in its Vocational Division: Business Education Service, Occupational Information and Guidance, Curriculum Research, and Service for the Blind, and has extended the services previously available in Agriculture and in Home Economics Education.

READING CLINICS.—Unit courses in the field of reading will be held this summer by W. B. Townsend, director of the reading clinic at Butler University. The purpose of the courses is to help experienced teachers with the many problems encountered in this field. The clinics will be held as follows: University of Chattanooga, June 5-9; Butler University, June 12-16 and June 19-22; Wayne, Nebraska, June 26-30; River Falls, Wisconsin, July 3-8; Minot, North Dakota, July 10-14; Kent, Ohio, July 17-21; Edinboro, Pennsylvania, August 1-5.

NEW YORK WILL OUST AILING TEACHERS.—Acting upon the protests of parents that many physically and mentally handicapped teachers are being retained in the city schools, Mayor La Guardia has put into operation a plan which he believes will eliminate unqualified teachers. He will curb the superintendents' power to override reports of the medical board, and will augment the tests of the medical board by examinations of impartial experts on the particular infirmity involved. The retired teacher, of course, will always have an appeal to the courts.

BOYS AND GIRLS WEEK.—To focus attention of the community upon boys and girls, their problems, activities, training, and development and preservation of character, National Boys and Girls Week will be observed April 29 to May 6. One day each of that week will be devoted to: recognition, church, health, school, vocations, citizenship, entertainment and athletics, a day out-of-doors and an evening at home. Further information can be obtained from the National Boys and Girls Week Committee for the United States, 35 East Wacker Drive, Chicago.

CBS SERIES BECOMES PART OF CURRICULUM.—The "American School of the Air" programs sponsored by the Columbia Broadcasting System are now a regular part of the course of study in New York City schools. Students from the schools participate in the broadcasts, under a plan which has the approval of Mayor LaGuardia and Commissioner Studebaker. To encourage the utilization of "American School of the Air," the Board of Superintendents of New York is distributing ten thousand Teacher's Manuals and Classroom Guides to instructors in the schools.

A CLASS IN CAREERS FOR WOMEN.—A course in careers for women has been made available since last fall for first-year students at the University of Toledo. The enrollees signify their first, second, and third choices of careers, and from these some eight or nine vocations are selected according to frequency. Following intensive research and reports by the students, persons outstanding in all the occupational fields under consideration alternate in taking charge of the class. Toward the end of the course, a job clinic is featured, with emphasis on factors necessary to securing and holding a job.

A CLEARINGHOUSE ON SUCCESSFUL TEACHING PRACTICES.—A plan for studying improvements in the education of elementary- and secondary-school teachers throughout the nation has been announced. All aspects of programs of teacher education will be studied, and attention will be given to the continued education of teachers on the job, as well as to their preparation. The project will be under the chairmanship of Payson Smith, of Harvard University, according to the announcement made recently by Karl W. Bigelow, director of the Commission on Teacher Education, American Council on Education.

AN ADVANCED DEGREE WITHOUT A THESIS.—Columbia University should establish a new degree or certificate crediting scholars with attaining the qualification of a Ph.D. without the presentation of a dissertation based on actual research by the student. This is the proposal submitted to President Nicholas Murray Butler by George B. Pegram, dean of the faculties of political science, philosophy, and pure science. Dean Pegram explains, "It is our wish that the Ph.D. degree shall be a prize for those of proven breadth and depth of scholarship and of valid and original accomplishment in research or scholarly production."

AVIATION AND THE AMERICAN BOY.—Recognizing the need of a central organization for the collecting and disseminating of information concerning aviation courses in educational institutions, the Office of Education has made the first comprehensive national study of this type ever to be attempted. The Office now has information showing where engineering courses are conducted and what subjects are taught, present enrollments in these courses, credits offered, equipment used, number and types of licenses held by faculty and students, figures concerning aviation clubs, and information concerning personnel needs in the industry.

THE "BE-ALL AND END-ALL" OF GRAMMAR.—In giving a prescription for the speech sick, May Girdleston Wilt declares, in the March issue of *Los Angeles School Journal:* "We may as well face it—our grammar teaching has not carried over into correct grammar in conversation; and as for proper enunciation and pronunciation, most of us are untaught, literally." The author believes that grammar analysis is useful only in so far as it leads at once to immediate usage. She lists various drills for overcoming trouble makers and taboos, recommends the use of a grammar autograph album, and urges dropping any practices that will not lead to correct use.

CAMPING TO-DAY.—According to Elmer D. Mitchell, Professor of Physical Education at the University of Michigan, and editor of the *Journal of Health and Physical Education*, camping started as a recreational movement. Now camping is tying its influence to all others affecting child behavior during the year. Mr. Mitchell states: "The up-to-date camp director realizes that he is but one link in a chain of influences affecting child behavior. Camping to-day, therefore, must be thought of as an experience having year-round implications and as an education involving many social and educational agencies. The summer camping experience of the child is not an isolated one."

FUNCTIONAL HEALTH TEACHING.—Nine schools in northern Illinois and southern Wisconsin are experimenting in functional health teaching in a manner that amounts to consumer education. Although early units of the course center around problems involving personal hygiene, later units concern those of home, family, and community, and place ever-increasing responsibility for correct behavior upon the learner. Full description of the experiment is given by Lynda Weber in "Functional Health Teaching," a paper which was read before the Commission on Curricula of the North Central Association, and which is published in *The North Central Association Quarterly*, January, 1939.

STUDENT LIFE IS TWICE AN OFFICIAL MAGAZINE.—At the recent convention of the National Association of Secondary-School Principals of the National Education Association, held in Cleveland, Ohio, *Student Life* was made official organ of secondary-school student councils. Having served the National Honor Society in that capacity since its initial issue, the magazine will continue to function in the interests of that organization as well. The purpose of *Student Life*, which is sponsored by the Association, is to stimulate better practices in student activities in secondary schools and to aid all high-school service clubs. Sample copies are obtainable from H. V. Church, 5835 Kimbark Avenue, Chicago.

CURRENT EVENTS—A NEW EXPERIENCE.—Among the students of Owen Valley Union High School, the phrase "Friday—current events again!" (with an inflection of disgust) has changed to "Oh, boy! Current events on Friday!" (with a note of joy). Principal Francis J. Flynn, in the March *School Activities*, attributes this change to the fact that the opportunity of making the current event project "an event" was grasped; and he describes the manner in which the challenge was met in his school by using an efficient sound unit made from an inexpensive portable electrola and by presenting in dramatic form (similar to March of Time program) a series of episodes in the current affairs of the community, nation, and world.

A NEW AID TO CONSUMER EDUCATION.—The newly established Institute for Consumer Education is already publishing *Consumer Education*, "A News Letter," which is issued monthly except July, August, and September. It is free to educators; a charge of twenty-five cents a year is made to others. Volume No. 1 was the January edition. Organized entirely by educators holding the consumer point of view, the Institute has no membership, being supported solely by annual grants from the Alfred P. Sloan Foundation, Inc. The Institute has flatly rejected all offers of help from business sources and always will. Its services and publications are intended for consumers themselves and for teachers of consumers. Editorial and business offices are at Stephens College, Columbia, Missouri.

"MATES AS WELL AS MASTERS ARE NEEDED."—At the sixth Lay Conference held at Teachers College, Columbia University, it was agreed that "followers must be taught to follow wisely as well as leaders to lead," unless democracy is to degenerate into dictatorship. Inaugurated five years ago by the dvanced School of Education of Teachers College, the lay conferences present the views of the educator on the social scene as he sees it, followed by those of representatives of the lay public on the proposed policies of the educators. Thus, the direct relationship between educators and laymen is being re-established, a relationship which formerly existed when education was the little red schoolhouse and business was the country store where everyone aired his views around the cracker barrel.

VOCATIONAL EDUCATION AND GUIDANCE OF NEGROES.—What happens to Negroes who graduate from high school and those who drop out before graduation? What occupational adjustments do they make? What relation is there between school and occupational adjustment? What are pupils' interests and in what activities do they engage? These are among the questions answered in the first national survey report of vocational education and guidance opportunities for Negroes in the United States. Made by the Office of Education, the survey was conducted in two hundred communities of thirty-three states and the District of Columbia. The social and economic backgrounds of twenty-eight thousand pupils were studied. The report, Bulletin 1937, No. 38, is obtainable from the Office of Education for twenty cents.

"ENROLLED AT 'THE PEOPLE'S UNIVERSITY.'"—Fifty-five libraries in the United States offer planned courses to the public, and their readers' advisor has become a dean of all subjects, according to the *Christian Science Monitor*, December 31. The statement is based on a report of the American Library Association, which attributes the phenomenal activity in library consultant bureaus to the rapidly mounting interest in adult education. The readers' advisor is referred to as "dean of all subjects," for it is his business to outline and provide a course of study and bibliography on any subject which may come up, from accordions to yachts. The bureaus also come to the aid of long-suffering after-dinner speakers (and their listeners) by helping innumerable businessmen, clubwomen, and others to gather material on a wide variety of subjects.

ETOA AND WHAT IT STANDS FOR.—ETOA, Educational Tours of America, is an organization having as its purpose the widening of the scope of education in America by means of bringing travel opportunities within the financial reach of all. A major item in the plan is to reduce the chief costs of travel, which are overnight lodging and meals, to a small fraction of commercial rates. To accomplish this, member schools will exchange accommodations by the utilization of school properties that ordinarily lie idle during the summer months. The requirements of local organization, means of transportation, functions of ETOA and of the member schools, hosts, hostesses, guides, steps necessary toward organizing and administering a travel group—these and other features of the ETOA plan are set forth in a brochure which is obtainable from Rudolf G. Ruste, Au Gres, Michigan.

ARE TEACHERS PEOPLE, OR ARE THEY NOT?—This question is asked by Superintendent Carleton Washburne, of Winnetka, Illinois, in an article published in the March *School Management*. To clear the lack of understanding that often exists between parents and teachers, the community and the school, Superintendent Washburne makes several suggestions, among which is this: "First of all, the teacher must be more than a classroom teacher. He should, for example, know something of the industrial world through firsthand contact. Let businessmen discuss their problems with teachers, not assume that a teacher is uninterested in the business world, but assume rather that since the teacher is educating those who will make up the business world, he is bound to be concerned with its problems. . . . An intelligent, open-minded teacher trying to understand his fellow human beings needs contact with people of many vocations."

COMMISSION ON CURRICULUM PLANNING.—The National Commission on Coöperative Curriculum Planning was organized in Detroit, Michigan, February 20, 1939, as the result of a decision of a conference of delegates of ten national organizations of classroom teachers, representing nearly all the major areas of the elementary and secondary-school curriculum. The objectives of the new commission are twofold: (1) To develop techniques for coöperation among representatives of all the subject fields in the planning of the curriculum, and (2) To construct an illustrative curriculum consisting wherever possible of units actually developed by coöperative effort of subject teachers and exemplifying the contributions of the special "disciplines" to a modern program in general education.

John J. DeBoer, of the National Council of Teachers of English, was elected chairman of the Commission, and Lilly Lindquist, of the National Federation of Modern Language Teachers, secretary-treasurer.

WORLD EDUCATION ASSOCIATIONS TO MEET.—The Eighth Biennial Congress of the World Federation of Education will be held August 6 to 11 in Rio de Janeiro. Interest among educators is so great that two ships have been chartered to accommodate the North American delegates: The *Rotterdam* will sail from New York on July 5 and from New Orleans on July 10, and the *Argentina* will leave New York, July 26.

Paul Monroe, president of the World Federation, announces that credit courses, equivalent to regular summer sessions, will be offered on the *Rotterdam* cruise by Clark and Indiana Universities. Inquiries regarding the courses and the *Rotterdam* and *Argentina* cruises should be addressed to the World Federation of Education Associations headquarters, 1201 16th Street, N. W., Washington, D. C.

Through arrangements in which the Brazilian government is coöperating, the University of Pennsylvania is offering students the opportunity of attending a six-week summer school affording regular university credit. Further information is obtainable from Arthur J. Jones, University of Pennsylvania, Philadelphia, who will be in charge of this summer program.

INTERNATIONAL CORRESPONDENCE BY STUDENTS.—An article, "School Children Correspond," condensed from *Internationale Zeitschrift fur Erziehung* and published in *World Education*, tells of Germany's interest in encouraging correspondence among school children. "Confronting the pupils with what is foreign helps in the building of national character. Besides, it makes a real contribution toward an understanding between the youth of the various countries," reads the article. The report for the year 1937-38 of the German center promoting such correspondence *(Zeutralstelle fur den Deutsch-Auslandischen Schulerbriefwechsel*, Berlin NW 40) reveals that German youth is eager to enter into an exchange of ideas with the youth of foreign countries. The report also reveals that between April 1, 1937 to April 1, 1938, no less than 29,921 contacts for exchange letters were established, covering twenty-four countries.

The *Bulletin de la Correspondence Scolaire Internationale* of January, 1938, reports on the work of similar organizations in other countries. The oldest of these organizations is in France. In 1936-37, it established eighty-two thousand connections in forty-six countries.

A STUDENT COUNCIL RATES AND PROMOTES CITIZENSHIP.—Superintendent Lawrence R. Simpson, of Blue Mound High School, Blue Mound, Kansas, relates, in *School Activities* for March, a procedure in force in his school whereby students are given citizenship rating based on the composite judgment of teachers and members of the Student Council. The scoring plan is based on eight well-defined characteristics: school loyalty, leadership, coöperation, self-control, courtesy, honesty, industry, and dependability. Realizing that there is more to promoting citizenship than merely offering grades, the council regularly issues mimeographed copies of "Citizenship Pointers," each issue dealing with one of the eight citizenship traits; and as a further means of informing students of the best social practices, booklets on courtesy, manners, and personality are made available through the school library. The council has also devised a student honor card which grants the holder certain privileges, the council reserving the right to revoke the card when, in their opinion, the holder's conduct is unsocial. Thus, according to Superintendent Simpson, an almost defunct Student Activity Council has developed into an active organization vitally interested in promoting a higher type of citizenship.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

STATEMENT OF CONDITION

December 31, 1938

RESOURCES

Cash in Bank		$ 3,636.59	
Securities:			
(All carried at par value)			
Real Estate Loans	$ 28,000.00		
Edgecomb Place Apts. (Stock)	500.00		
Public Utility Bonds	3,000.00		
U. S. Treasury 3's of 1951/55	10,000.00		
U. S. Treasury 2 7/8's of 55/60	1,000.00		
U. S. Treasury 2 3/4's 56/59	10,000.00		
U. S. Treasury 2 3/4's 60/65	3,000.00		
Cons. Fed. Farm 1955	5,000.00		
H. O. L. C. 3's of 1952	7,000.00		
H. O. L. C. 2 3/4's of 1949	16,825.00		
Students' Notes	9,295.00		
(Revolving Loan Fund)		93,620.00	
Inventory			
Bulletins	27,429.63		
Honor Societies and Shop	13,852.44		
Department Supplies	803.07		
Furniture and Fixtures	1,759.43	43,844.57	
Bills Receivable		1,870.51	$142,971.67

LIABILITIES

Bills Payable	2,509.71	
Net Worth	140,461.96	$142,971.67

Summer Workshops in Secondary Education 1939

In keeping with one of the purposes of *The Bulletin*, to act as a clearinghouse of news pertinent to the interests of secondary-school teachers and administrators, the following section is devoted to information supplied by certain graduate schools of education concerning special opportunities which are provided for those who desire to work upon problems related to their own local school situations.

Additional data is obtainable from each local Workshop director or from the secretary of the Committee on Workshops, Coöperative Bureau of Educational Research, 507 Mutual Building, Lansing, Michigan.

The following graduate schools of education present resumes of their summer offerings, particularly as these relate to workshops:

University of California
University of Chicago
Claremont Colleges
Colorado State College of Education
University of Denver
Harvard University
University of Minnesota
Ohio State University
University of Pennsylvania
Reed College
Syracuse University
Teachers College, Columbia University
University of Wisconsin

UNIVERSITY OF CALIFORNIA

June 26-August 4, 1939

The University of California Summer Session at Berkeley, June 26 to August 4, 1939, will offer a wide variety of courses in the field of education, and many courses which will meet the interests and needs of teachers in the field of secondary education and of those engaged in workshop instruction.

High-school teachers will be attracted to the courses in secondary education, role of the teacher in student personnel work, administration of the school health program, student personnel administration, a practicum on administration of secondary education, a seminar in secondary education, and graduate courses on the high-school curriculum, supervision in secondary schools, the practice of education in the modern high school, problems in secondary education, and the junior college: a practicum. The Demonstration Secondary School will provide daily opportunity for observation and for supervised teaching.

Several courses in speech education, including those on speech disorders, phonetics, mental hygiene problems of childhood, adult mental hygiene problems, and a clinical practice course in speech therapy will form a part of the offering.

The University, in coöperation with the American Association to Promote the Teaching of Speech to the Deaf, will offer an interesting and valuable program for teachers of the deaf. It will provide an opportunity for teachers of the deaf to become acquainted with new trends and procedures in the education of the deaf.

In the field of vocational education, there will be courses on organization and administration of classes in distributive occupational subjects, construction of vocational curriculums (organization of courses of study in the trades), vocational guidance, coöperative and apprentice education, organization and management of instruction (the organization and management of shop instruction, shop layout, toolroom procedures, etc.), civic and employment relations, supervision of vocational education, field problems related to distributive occupational subjects. There will also be a course on industrial arts in the elementary school, which will cover the work of the kindergarten and primary grades and the intermediate and upper grades. Two courses in librarianship, one on the library in the school and college and the other on the junior-college library, will no doubt be of much interest to teachers in the field of secondary education.

Summer Session Bulletins may be obtained by addressing the Dean of the Summer Sessions, 104 California Hall, Berkeley.

UNIVERSITY OF CHICAGO

June 19-July 21, 1939

Secondary-school principals and teachers will find wide opportunities for training and improvement in courses covering the fields of administration, curriculum, and guidance, as well as in a Workshop.

Administration.—A course for high-school principals will be given by W. C. Reavis and P. B. Jacobson; and one on the organization of American secondary schools will be offered by Leonard V. Koos. Several general courses will also be provided.

From July 17-21, a conference for administrative officers will discuss the general topic "Democratic Practices in Educational Administration."

Curriculum.—A general course by Franklin Bobbitt will emphasize curriculum-making in public schools; and one in evaluation given by Hilda Taba will focus attention on general principles and methods for appraising the effectiveness of the curriculum. C. L. Cushman, authority on curriculum revision in the Denver Public Schools, will be instructor in a course in which students may work on programs for their own schools. R. W. Tyler, chairman of the Department of Education, will have charge of a course in the construction of tests appropriate for new curriculums.

Guidance.—D. A. Prescott will give two courses in pupil guidance: The Growth and Development of Adolescents and Emotion and the Educative Process. Students in these and in other courses will be aided by the laboratory and library on human growth and development.

A conference course by Vice President E. T. Filbey will stress guidance in special departments and fields. A general course by R. C. Woellner will review problems of secondary-school pupils in adjusting to social and educational surroundings and to their prospective vocations.

Workshop.—During the first term, the University of Chicago will conduct a Workshop in secondary education. A staff of eighteen specialists will work with a group of 180 experienced high-school teachers on problems encountered in schools.

Reading and Visual Instruction.—A conference on reading problems, June 21-24, will give particular emphasis to problems in reading. Special courses will be offered under the direction of William S. Grey. Visual instruction will be treated in a course given by Edgar Dale, of Ohio State University. The visual and auditory health of the school child will be considered by A. R. Turner, school physician of the Laboratory Schools.

In science, a course, offered during both terms by Harvey B. Lemon, professor of physics, and Selby M. Skinner, assistant professor of physical sciences at the University, will provide training in laboratory construction, as well as in laboratory instruction. Two hundred fifty-three pieces of apparatus will be available.

CLAREMONT COLLEGES
June 26-July 31; August 1- September 2, 1939

The Claremont Summer Session will consist of two terms: June 26 to July 31, August 1 to September 2. In both terms, classes will be held on Saturdays. The change in plan will permit the student to earn six undergraduate semester hours or one graduate seminar in either term.

The work of the first term includes (1) the first Workshop to be held in southern California in coöperation with the Committee on Workshops and Field Service of the Progressive Education Association; (2) an expanded program of comprehensive seminars; (3) a complete offering of professional study in education and psychology; (4) a wide offering of both undergraduate and graduate work in academic fields; and (5) a graduate institute of art.

The Workshop staff will include representatives of the committee and commissions working on the Eight-Year Study, leaders in curriculum reorganization in southern California secondary schools, and members of the regular staffs of Claremont Colleges. The areas to be emphasized embrace the social studies, the fine arts, science, literature, guidance, and evaluation. Registration in the Workshop is limited to 150, and admission will be based upon individual applications.

Comprehensive seminars will be offered in the fields of counseling and guidance, literature, school administration, and elementary education. In each field, the program will consist of lectures and discussions on modern philosophies of education, current trends and integrated interpretations of broad fields of scholarship, and round tables.

Professional courses and seminars will be offered in secondary education, school administration, tests and measurements, problems of reading, mental measurements, growth and development of the child, and public school music. Helen C. Babson, principal of the Eagle Rock High School, will conduct the seminar in secondary education. Gordon R. Mirick, Lincoln School, Teachers College, will direct seminars in mathematics.

Academic courses and seminars will include anthropology, art, biology (at the Pomona College Marine Laboratory at Laguna Beach), chemistry, economics, English, French, German, history, mathematics, Oriental culture, music, political science, psychology, sociology, and Spanish. These offerings will be under the direction of members of the regular staffs of Pomona College, Scripps College, and of the Graduate School of Claremont Colleges.

Millard Sheets will direct a graduate institute of art including history and philosophy of art, industrial design, figure painting, and outdoor painting and composition. National leaders, including C. J. Bulliet, art critic of the *Chicago Daily News,* will comprise the staff. Art in relation to contemporary American life will be stressed.

COLORADO STATE COLLEGE OF EDUCATION

June 16-August 12, 1939

A Progressive Education Workshop in secondary education will be conducted in this year's Summer School at Colorado State College of Education in Greeley, Colorado.

The College has taken over the new Meeker Junior High School of the Greeley city school system for the exclusive use of the Workshop and a separate library. Student enrollment will be limited to one hundred fifty secondary-school teachers, administrators, and other educational workers.

The school will be conducted for eight weeks, from June 16 to August 12. There will be a full-time staff of authorities in the field of secondary education—curriculum, guidance, adolescent problems, evaluation, administration, contemporary life, core-curriculum, the arts, language arts, mathematics, science, and social studies. Study will be based upon individual and common problems.

This Workshop, conducted in coöperation with the Committee on Workshops and Field Service of the Progressive Education Association, will be a special offering and will be in addition to the large program offered in the general Summer School plan. The college is offering three hundred and twenty-six courses, covering the important movements in all seven divisions—the arts (fine arts, home arts, industrial arts), education, literature and languages, music, the sciences, and the social studies.

The regular faculty will be on duty throughout the summer quarter, from June 16 to August 12, and, in addition, there will be a large staff of eminent visiting instructors, making a total of one hundred fifty-two teachers and lecturers.

Twelve quarter hours of credit will be granted applying toward a degree, if desired. Ten scholarships providing full tuition are available.

For full information, write to the Greeley Workshop Committee, Colorado State College of Education, Greeley, Colorado.

UNIVERSITY OF DENVER

June 19-July 21; July 24-August 25, 1939

The 1939 summer quarter of the University of Denver will be conducted in two terms. The two terms form a full quarter of University study, but students may enroll in either term independent of the other.

First term.—(1) A secondary-education course having to do with objectives, curriculum, school population, and current trends. (2) A course in the utilization of the resources available in the community in making them more meaningful in the program of the secondary school.

Second term.—(1) A course in preparation and use of tests in classroom, guidance and improvements of instruction in the secondary school. (2) A study of problems of high-school teaching, including the objectives and scope of the secondary school, pupil-teacher personnel relations with elementary and higher education. (3) A course in guidance and counseling in the secondary school, emphasizing personnel problems, use of tests, techniques and procedures in counseling.

The Progressive Education Workshop during the first term makes available the experience of the Denver schools, other progressive school systems, and a staff of experts in the study of secondary-school problems. The Speech and Drama Institute, the Central City Play Festival, Western Culture and History studies, and the Business Education Conference augment courses in these fields. Music activities, a demonstration school, and many special courses in the arts and sciences, business education, and social sciences supplement the regular curriculum offerings. Graduate study leading to the Master of Arts or Master of Science degree is offered in the various departments.

Charles E. Greene, assistant superintendent of the Denver Public Schools will be director of the Workshop, which will afford teachers from all parts of the United States an opportunity to exchange ideas and experiences and to participate in one of the most important modern developments in the field of education.

Wilford M. Aikin, director of the Eight-Year Study of High School-College Relations of the Progressive Education Association, and a staff of fifteen specialists in the field of secondary education, will constitute the faculty of the Workshop. Others to be on the staff include: H. H. Giles, University High School, Ohio State University; A. N. Zechiel, Specialist in Sciences, Progressive Education Association staff; Mary Giles, authority in the Arts; Ralph Russell, of the University of Idaho, expert in the field of curriculum and methods. Representatives from the thirty school participants in the Eight-Year Study conducted by the Progressive Education Association will be members of the faculty and student body of the Workshop. Alvin W. Schindler and A. W. Recht, of the University faculty, will also be members of the workshop staff.

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION

July 5-August 15, 1939

The Harvard 1939 Summer School offers teachers, administrative officers, and other school officers a variety of opportunities not only to extend their professional horizon but also to work out their individual practical problems under the direction of specialists in the various educational fields. The program for teachers of the social studies is an outstanding example. In this field, the basic instruction is to be given in two courses, one dealing with the curriculum and the other with instructional methods. Parallel with these two courses is to be a seminar-workshop in which individuals and small groups may work at problems of their own choosing. A number of conferences and assemblies for the entire social studies group are planned. The social studies program is to be directed by Howard E. Wilson, of Harvard; James A. Michener, of the State College at Greeley; Nelle E. Bowman, of Tulsa; and Marion Anderson, of Ginn and Company.

In the field of secondary-school administration two courses are being offered. The first, as its title, Curriculum and Supervision, indicates, will deal with the instructional program of the high school from the point of view of the principal or headmaster. This course is being given by G. Robert Koopman, whose work in the curriculum field in Michigan and elsewhere is well known. The second, The Administration of Independent Schools, offers instruction for men and women at present in administrative positions in private schools or who are preparing for such positions. Herbert W. Smith, headmaster of the Francis Parker School in Chicago, is in charge of this course. Students enrolled in either of these two courses are not permitted to take other work for credit and, hence, will be able to realize the advantages to be derived from a summer devoted to the study of a single field.

A course designed primarily for women interested in personnel work with girls in secondary schools and colleges is being offered by Miss Stedman, director of the Appointment Bureau in Radcliffe College. As in the case of the two courses mentioned above, this program will require all of a student's time during the summer. It is open only to women who have had some experience or training in this field.

The Summer School, of course, offers a great variety of other opportunities, both professional and academic, designed to be of service to teachers of experience and those in training. More detailed information concerning the program as a whole or any part of it may be obtained from F. G. Nichols, Graduate School of Education.

UNIVERSITY OF MINNESOTA
June 19-July 28; July 31-September 1, 1939

The University of Minnesota will offer its usual broad program of regular and special courses centering in the field of education during two summer sessions.

Courses for teachers of recreation and leisure-time activity will be taught by Elizabeth Eckhart May, of Hackensack, New Jersey; Ella Clark, of the Winona State Teachers College, will teach the use of visual aids in education. Safety teaching will be offered for the first time, the instructor being Kenneth Beadle, a representative of the National Conservation Bureau in New York.

A series of special institutes will be offered by the Minnesota Center for Continuation Study while the summer sessions are in progress. One will deal with student guidance, and a second will teach the use of dramatics in public schools and will inform those who must teach dramatics.

Of special interest will be the resumption of a course in the philosophy of education. It will be given by Walter M. Kotschnig, a graduate of the University of Kiel, Germany.

As usual, Minnesota will have a full program of courses for those who are interested in teaching physical education and in the coaching of various sports.

Rural school supervision, a course especially designed to serve county superintendents of schools, will be directed by C. P. Archer, member of the College of Education faculty, and also president of the Minnesota Education Association.

In addition to the special and regular courses in education, the University of Minnesota summer sessions will present a complete schedule of the courses in science, literature and the arts, business, chemistry, physics, and other standard summer school courses. Several weekly sight-seeing tours to points of interest and a broad program of lectures, recitals, plays, and similar entertainments are included in the summer session plans.

A further, partial list of visiting faculty members includes Frederick W. Bateson, critic and bibliographer, of London, England; Edith Brainerd, librarian of Southwestern College, Winfield, Kansas; Henry Johnson, professor emeritus of Teachers College, who will lecture in education; Alan D. McKillop, head of the Department of English in Rice Institute, Houston, Texas; Mark A. Neville, of the John Burrough School, St. Louis, Missouri; Hyder Edward Rollins, professor of English at Harvard; Benjamin F. Ruffner, associate professor of aeronautical engineering, Oregon State College; Edward K. Strong, professor of psychology, Leland Stanford University; D. H. Sutton, director of the division of school finance in the Ohio State Department of Education, and Carl L. Thiele, professor of exact science teaching, Wayne University, Detroit, Michigan.

THE OHIO STATE UNIVERSITY
June 19-July 26; July 27-September 1, 1939

The Summer Quarter of the Ohio State University, Columbus, Ohio, eleven weeks in length, is divided into two terms of five and a half weeks each, the first extending from June 19 to July 26 and the second from July 27 to September 1. Courses for high-school teachers will include general methods courses, and special methods courses in English literature and composition, journalism, history and the social studies, mathematics, science, Latin, romance languages, physical education, commercial, industrial arts, fine arts, and music. Numerous other courses will be open to high-school teachers including philosophy of education, guidance, extra-curriculum activities, history of education, and psychology. During the first term, students will have an opportunity to do observation work in the University School.

Courses on the graduate level for high-school principals will include two foundation courses in secondary education, high-school administration, high-school supervision, high-school curriculum, extra-curriculum activities, guidance, and seminar. Among numerous other courses open to high-school principals will be courses in philosophy of education, history of education, higher education and teacher training, general administration, special and adult education, psychology, and others. The graduate program includes work leading to both the M.A. and Ph.D. degrees.

A special feature of the summer offering is a Workshop for secondary-school people. This will be available during the first term and has been planned by the College in coöperation with the Committee on Workshops and Field Service of the Progressive Education Association. Students in the Workshop will carry forward individual problems in relationship to the interest which the group as a whole will have in the clarification of educational purposes. Eight hours of credit will be given for Workshop participation. The student will carry no other courses.

The following members of the Ohio State University faculty will participate in the Workshop: Lloyd A. Cook, Louis Raths, C. B. Mendenhall, Everett Kircher, Alan Griffin, Robert Coffin, Gerhart Wiebe, William Jones, and H. Gordon Hullfish, who will act as director. In addition, the following off-campus people will serve on the workshop faculty: Joseph K. Hart, Teachers College, Columbia University; Miles Cary, principal of McKinley High School, Honolulu; Evelyn Eastman, director of parent education, Toledo Public Schools; and W. C. Croxton, State Teachers College, St. Cloud, Minnesota.

Students who wish to participate should file application with the director. Admission will be by application only.

UNIVERSITY OF PENNSYLVANIA

June 26-August 8, 1939

The University of Pennsylvania Summer School conducts a six weeks' session, open to men and women, both graduate and undergraduate. The major part of the program is devoted to the needs of teachers, and those preparing to teach, who constitute almost three fifths of the student body. More than half the courses carry graduate credit, either toward the M.S. in Education or the M.A. and Ph.D.

Courses are offered in administration, elementary and secondary education, history of education, commercial education, music education, and social work; also in educational psychology, and all standard content subjects. The offering is especially rich in the secondary-school field, and the largest group of students consists of secondary-school teachers working for the M.S. or M.A.

Among the special features planned for 1939 are a field trip to Rio de Janeiro with comparative courses in secondary education; an educational conference addressed to the constructive appraisal of the present school system; an expanded program for art teachers counting toward the M.S. in Education; a new course in speech, primarily for teachers, concerned with methods, techniques, and standards, and supported by the use of recording apparatus; a symposium course on choral speaking, to evaluate the purposes, standards, and methods of the current movement in terms of history and aesthetics; an expanded program for physical education teachers, including a football-coaching course by a member of the University coaching staff; a particularly vital and up-to-date program in the social sciences; and an exceptionally distinguished group of visiting professors and lecturers.

The session opens June 26 and closes August 8. A descriptive catalogue may be obtained from the director of the Summer School, Room 801 Bennett Hall, University of Pennsylvania, Philadelphia, Pennsylvania.

REED COLLEGE

June 19-July 22, 1939

Activities on the Reed College campus this summer of special interest to secondary-school teachers and administrators will include the Northwest Regional Workshop of the Progressive Education Association, an Institute of International Relations, and the Institute of National and Northwest Affairs.

The Workshop will be held for a period of five weeks beginning June 19. It will be staffed by the Progressive Education Association and will be directed toward problems of secondary education including the junior-high-school and the junior-college levels. Coöperating institutions, in addition to Reed College, are the Universities of Idaho, Oregon, and Washington. This is the first Workshop of Progressive Education Association to be held in the Northwest.

The Institute of International Relations is one of several held in various parts of the country under sponsorship of the American Friends Service Committee and other groups. This institute will be in session for a period of two weeks from June 18 to 28. A staff of well-known authorities from this country and abroad will lead the discussions. Among the leaders will be Samuel Guy Inman, authority on Pan-American relations, recently at the Lima Conference; Gerald Heard, British writer and scientist, author of *The Source of Civilization;* Lt. Comdr. Stewart F. Bryant, U. S. N. Rt., lecturer and writer on international affairs; Linden A. Mander, of the department of political science, University of Washington; Jean Pajus, graduate of the University of Paris, professor at the University of San Francisco, Foreign Affairs Council, Cleveland, Ohio; and William H. Taylor, professor of economics, University of Hawaii.

The Institute of National and Northwest Affairs is designed to acquaint teachers and others with important national and regional problems in the field of labor-employer relations, power, and efficient use of natural resources. Leaders will be persons competent to speak from firsthand experience on the various aspects of such problems. One of the chief purposes of this conference is to bring controversial national and regional issues to the attention of the group for critical study and discussion. Appropriate background material needed for understanding the various problems will be covered in supplementary discussion groups and lectures. This institute will be held for a two-week period from July 5 to 19.

The emphasis of all these conferences is upon small groups with opportunity for active participation in discussion. The campus permits many meetings to be held out-of-doors. In addition, the Reed campus and the adjacent countryside offer opportunities for many kinds of recreation.

SYRACUSE UNIVERSITY
July 5-August 11, 1939

A Workshop course in secondary education, sponsored by the Progressive Education Association, will be offered by the School of Education at Syracuse University in its summer school curriculum. New courses will emphasize safety education, radio education, and remedial reading; and more than two dozen visiting instructors will join the staff.

Consideration of the implications in the Regents' Inquiry on the Character and Cost of Education in New York State will be a timely phase of many of the courses of instruction. Special opportunities for study in this field are included in the summer offerings for teachers who wish to prepare themselves for increased opportunity for trained individuals.

Areas of interest to be covered in the Workshop course will be English, social studies, science, home economics and family relations, mathematics and guidance. Approximately one hundred persons will be admitted to the Workshop, roughly twenty in each of the fields except in guidance, in which a much smaller number will be admitted.

The Workshop will be open on the basis of application to teachers and administrators interested in secondary education who are giving, or who expect to give, leadership in their schools in the areas which the Workshop is emphasizing.

Students enrolled in the Workshop will devote their full time to this one course which will carry six hours' credit. No formal classes or lecture courses will be included, but each student will work full time on an individual problem through conferences, small group meetings, and individual reports. Large group discussions will be arranged as needs demand.

Russell T. Gregg, of the staff of the School of Education, will be director of the Workshop and will have charge of guidance. A staff of fourteen will assist him.

Duane Wilson, assistant principal of the senior high school in Dubuque, Iowa, will offer a course in safety education. This course will not carry college credit, but it will meet the requirements of states in this area.

Kenneth G. Bartlett, director of the Syracuse University Radio Workshop, will offer a course in radio and the public school.

Remedial reading will be taught by Virgil E. Herrick, of the School of Education staff. This course, in which enrollment will be limited, will include laboratory work in the university reading clinic and actual case studies to be made on the level of the student's interest.

The summer sessions will offer a complete education curriculum including work in adult and higher education, educational administration and supervision, educational psychology, elementary education, history and philosophy of education, and secondary education.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
July 5-August 11, 1939

With the World's Fair as an extra-curriculum activity and with the World Congress on Education for Citizenship in a Democracy coming as a climax on August 15, the 1939 Summer Session will be unusually significant.

A new venture will be the Curriculum Workshop, conducted in coöperation with the Committee on Workshops and Field Service of the Progressive Education Association, under the direction of G. Derwood Baker, Fieldston School, New York. Major emphasis will be given problems of general education rather than narrow subject-matter specialties. The aim is to bring together groups of teachers who have similar problems and to give them a chance to work with each other and with members of the Workshop staff. The work of the Adolescent Commission and other research groups in determining the cultural and developmental needs of young people will be given full consideration.

The following special areas will be considered to integrate thinking and focus effort: *The Arts Group,* led by James L. Mursell, Teachers College, and Margaret Brown, head of the art department, Beverly Hills High School, California; *The Core Curriculum,* with Maxie Woodring, Teachers College, and Alice Wolfe, social studies instructor, Denver, Colorado; *Evaluation,* Herbert Abraham, head of the social studies department, George School, Pennsylvania; *Guidance,* Caroline B. Zachry, Progressive Education Association, and Edwin C. Morgenroth, South Pasadena Junior High School, California; *Literature and the Humanities,* Lennox Grey and Edna Hays, Teachers College; *Problems of Home and Community,* Helen Kay, head of the euthenics department, Fieldston School, New York; *Science,* S. R. Powers, Teachers College, and Anita Laton Conrad, University of California; *Social Studies,* Herbert Abraham and Alice Wolfe.

Full and satisfactory participation in the Workshop will entitle members to eight points of graduate credit at Teachers College.

Other activities will include participation in the work of the Demonstration School in which a staff of experienced teachers will demonstrate work from the nursery school through the senior-high school. An extensive program for education of the mentally and physically handicapped will be included. Rollo G. Reynolds, principal of Horace Mann School, will be director.

A workshop course in propaganda analysis under the supervision of Clyde R. Miller, assisted by Violet Edwards, educational director of the Institute for Propaganda Analysis, will be a new course. Students in this course will explore basic areas of work in propaganda analysis toward the end that they may develop classroom procedures and materials.

UNIVERSITY OF WISCONSIN
June 26-August 4, 1939

The Summer Session offers required and elective courses in virtually all the recognized fields of study for students, both graduate and undergraduate, who are progressing toward their respective degrees. This is its chief function. Alertness in sensing and in meeting new developments in the educational field is also a vital aim; consequently, several timely movements are stressed this year.

The well-nigh universal interest in the fields of guidance, counseling, and testing has led to the presentation of a battery of courses covering all the essential phases of these subjects. The offerings are designed for school and college guidance and personnel workers, but provision is made also for the needs of both specialists and nonspecialists in personnel work. The courses, fifteen in number, together with a dozen allied courses in other departments, embrace the subjects of educational and vocational guidance, occupational analysis, personality and social adjustment, diagnostic and remedial work, educational measurements, Binet testing, and the psychology of exceptional children and of adolescence; and they are supplemented by special clinical, conference, and research services, especially by the reading, speech, and behavior clinics, in the Laboratory School.

The latter undertaking provides opportunity for observation, demonstration, and experimentation from nursery and kindergarten through the first six grades of the elementary school. While the interests of kindergarten and elementary-school teachers are kept primarily in view, and the work is synchronized with university courses to permit of earning credit, the three associated clinics—behavior, reading, and speech—offer a rare opportunity for specialists to improve their technique and observe the latest methods as practiced by selected experts. For graduate students, Workshop opportunities will be provided which will permit them to center their total program of study around some one phase of the laboratory school which relates to their field of special interest. Students can outline a program of study and work independently or in coöperation with students of similar interests. Staff members will be available for consultation and guidance.

Not only in the educational and psychological fields, but throughout the summer program, there are courses newly constructed or revised to meet definitely the needs of the present day. These courses will be offered in the departments of economics, geography, history, journalism, philosophy, political science, sociology, and speech.

Literature will be sent gladly upon request. Address specific inquiries to the dean of the Summer Session; they will receive individual attention.

"READING MAKETH A FULL MAN . . ."

The Book-of-the-Quarter Club of the Department of Secondary-School Principals serves not only members of the Department but nonmembers. Each quarter, club members are provided with the best of currently published professional books, selected by a reviewing board composed of leaders in the secondary-school sector of education. Thus, the Club not only saves time and money for the busy schoolman, but also helps to ensure his professional competence.

Although the subscribing member agrees to accept the four books chosen by the reviewing board, he usually has the option of not purchasing the selection.

Since the fall of 1936, the time of the Club's inception, members have received the following books:

RUGG, *American Life and the School Curriculum.* December 15, 1936.
BEARD, *The Unique Function of Education in American Democracy.* March 15, 1937.
JUDD, *Education as Cultivation of Higher Mental Processes.* June 15, 1937.
BRINK, *Directing Study Activities in Secondary Schools.* September 15, 1937.
MCKOWN, *Extra-Curricular Activities.* December 15, 1937.
RAINEY, *How Fare American Youth?* March 15, 1938.
DOUGLASS, *Modern Secondary Education.* September 15, 1938.
DEWEY, *Experience and Education.* December 15, 1938.
SPAULDING, *High School and Life.* March 15, 1939.

If you wish to be an up-to-date administrator of your school, join the Book-of-the-Quarter Club. Fill in the blank below, check beginning date, tear off at the dotted line, and mail to

H. V. Church
Executive Secretary
National Association of Secondary-School Principals
5835 Kimbark Avenue
CHICAGO

I agree to accept the four books selected for the year, and I agree to pay the Association upon receipt of each book mailed to me postpaid.

Name.....

Address.....

Begin
June 15 ☐
Sept. 15 ☐
Dec. 15 ☐
March 15 ☐

CALENDAR OF PROFESSIONAL MEETINGS

Washington, D. C. Association of Secondary-School Principals and Officers, Division 1-13, April 20; Senior High-School Principals, Division 1-13, May 20; Junior High-School Principals, Division 1-13, April 22.

Ohio Association of Secondary-School Principals, Seneca Hotel, Columbus, Ohio, April 21-22.

American Association of Collegiate Registrars, Hotel Commodore, New York City, April 25-28.

District of Columbia Congress of Parents and Teachers, Washington, D. C., May, 1939.

Tenth Institute for Education by Radio, Columbus, Ohio, May 1-10.

Eastern District Meeting, American Association for Health and Physical Education, New York, May 3-6.

Maine Association of Principals of Secondary Schools, Augusta, Me., May 5.

Texas Association of Supervisors and Secondary-School Principals, Austin, Texas, May 5.

American Council on Education, Washington, D. C., May 5-6.

Oklahoma Department of Secondary-School Principals, Oklahoma A. and M. College, Stillwater, Oklahoma, May 6.

Pacific Regional Conference for State Supervisors and Teacher Trainers, Oakland, California, May 8-13.

American Association for Adult Education, Niagara Falls, Ontario, May 15-17.

National Association of State Libraries, San Francisco, Calif., June, 1939.

Utah Secondary-School Principals Association, Salt Lake City, Utah, June 12-15.

School Administrators, Peabody College, Nashville, Tennessee, June 15-17.

American Library Association, San Francisco, California, June 18-24.

National Conference of Visual Education and Film Exchange, Chicago, Illinois, June 19-22.

National Association of Student Officers, San Francisco, Calif., June 28-30.

Business Education, University of Chicago, Chicago, Illinois, June 29-30.

National Education Association, San Francisco, California, July 2-6.

National Association of Secondary-School Principals, San Francisco, California, July 2-6.

Stanford University School of Education Conference, Stanford University, California, July 7-9.

Conference on Elementary Education of the National Education Association, University of California, Berkeley, California, July 8-21.

School Executives' Conference, University of California, Berkeley, California, July 10-21.

Administrative Officers of Public and Private Schools, University of Chicago, Chicago, Illinois, July 17-21.

World Federation of Education Associations, Rio de Janeiro, South America, August 6-11.

Alabama Secondary-School Principals Association, Huntingdon College, Montgomery, Alabama, August 23-25.